



The John of Gaunt School
A Community Academy

Year 11

Knowledge Organisers

Term 4 - 2024

Year 11 Term 4 Quizzing Homework - Question Bank

| Business Studies | Business Studies continued |
|---|--|
| <p>What is ethical behaviour?</p> <ol style="list-style-type: none"> 1. Advertising worldwide 2. Doing the right thing 3. Making a profit 4. Selling online <p>Ethical behaviour:</p> <ol style="list-style-type: none"> 1. is a primary market research method 2. is a staff training method 3. is against the law 4. is often popular with customers <p>Which of the following is an example of ethical behaviour?</p> <ol style="list-style-type: none"> 1. Having a flat organisation structure 2. Paying the minimum wage 3. Selling goods that are safe 4. Treating workers well <p>Minimising waste in a business is:</p> <ol style="list-style-type: none"> 1. a procurement issue 2. a quality assurance issue 3. a quality control issue 4. an environmental issue <p>Baxter Publications prints children's comics. How could it act in an environmentally sustainable way?</p> <ol style="list-style-type: none"> 1. Donate to a children's charity 2. Get a bank loan 3. Merge with a magazine publisher 4. Use recycled paper <p>Fabrice Fabrics Ltd minimises the amount of pollution it creates by using special filters in its chimneys. Which one of the following is an impact on Fabrice Fabrics Ltd of using special filters to reduce the amount of pollution it creates?</p> <ol style="list-style-type: none"> 1. Its cash inflows will increase 2. Its costs will increase 3. Its output will increase 4. Its profits will increase <p>Unemployment measures:</p> <ol style="list-style-type: none"> 1. the number of people in work 2. the number of people looking for work 3. the number of people who cannot work 4. the number of people who do not work | <p>Which of the following types of business is most likely to benefit when consumer income levels are low?</p> <ol style="list-style-type: none"> 1. A car manufacturer 2. A discount supermarket 3. A jewellers shop 4. A high-class restaurant <p>Which of the following is a benefit to an electrical retailer of high levels of unemployment in its local area?</p> <ol style="list-style-type: none"> 1. Customers will be willing to pay more for the products 2. Customers will spend more time in the shop 3. The retailer can have more sales promotions 4. The retailer could pay lower wage rates <p>An increase in the number of businesses that trade internationally is called:</p> <ol style="list-style-type: none"> 1. diversification 2. e-commerce 3. globalisation 4. logistics <p>Globalisation encourages:</p> <ol style="list-style-type: none"> 1. fewer businesses to expand 2. large businesses to treat its suppliers fairly 3. manufacturing businesses to care for the environment 4. more businesses to sell in foreign countries <p>Which of the following is a positive impact on a business of globalisation?</p> <ol style="list-style-type: none"> 1. Cultural differences can be ignored 2. Packaging will need to be written in different languages 3. The business can reach more customers 4. There will be more firms to compete with |

Child Care

Year 11 Child Development

How would you treat a child:

1. With a bleeding nose
2. Who is choking
3. Who is having convulsions
4. Who has a grazed knee
5. Who has a scald
6. Who has been stung by a wasp
7. Who has eaten a clothes washing pod
8. Who has sunburn
9. What would you do if the child is unconscious?
10. What is diabetes?
11. What is immunisation?
12. What is an allergy?
13. What is obesity?
14. What is asthma?
15. Describe the recovery position
16. Why might a child choke whilst eating?
17. What else could lead to choking?
18. What might cause a burn or scald?
19. Why might a child suffer from sunburn?
20. Why might a child suffer from convulsions?

| Computer Science | Drama |
|---|---|
| <ol style="list-style-type: none"> 1. Describe the pro of open source software 2. Describe the con of closed software 3. Explain the difference between an application and utility software 4. What is the third stage of the software development cycle? 5. What is the first stage of the software development cycle? 6. What is the last stage of the software development cycle? 7. What is meant by custom written software? 8. What is off the shelf software? 9. What is the difference between a program and an programming language? 10. Define the term software. | <ol style="list-style-type: none"> 1. What does a stage position determine? 2. Where is centre stage? 3. How can you tell stage left from stage right? 4. Why is 'Upstage' referred to as 'Upstage' and 'downstage' as 'downstage'? 5. Where can you find 'Backstage'? 6. What is In-The-Round staging? 7. What is Traverse staging? 8. What is Thrust stage? 9. What is End-on stage? 10. What is Promenade theatre? 11. What is the role of a director? 12. What is the role of a playwright? 13. What is the role of a lighting or sound designer? 14. What is the role of a set or costume designer? 15. What is the role of a stage manager? 16. What is the role of a theatre manager? 17. What is the role of a technician? 18. What is the role of a performer? 19. What is the context of 'Blood Brothers'? 20. What are the themes of 'Blood Brothers'? |

| Engineering | English |
|--|---|
| <p>Term 4 Engineering 20 Quiz questions</p> <ol style="list-style-type: none"> 1. What is the opposite force to compression? 2. How could you describe a turning force? 3. What is the strongest structural shape? 4. Why are some materials corrugated? 5. What is a composite material? 6. Give an example of a composite material and where it could be used? 7. How is concrete reinforced? 8. What is a smart material? 9. Name the smart material that can change colour with heat? 10. Name the smart material that can change colour with light? 11. What is a thermo plastic? 12. What is the recycling symbol for plastics? 13. What plastic material is used to make sockets? 14. Why can some plastic not be recycled. 15. What does sustainability mean? 16. Name the industrial process used to form plastics in to a bottle? 17. What is the most common plastic used in schools? 18. How can you describe the appearance of a plastics? 19. What raw material is used to make plastics? 20. Name a thermo plastic used for making window frames? | <p><u>Year 11 term 4 Knowledge Organiser quiz questions:</u></p> <p><u>Romeo and Juliet questions:</u></p> <ol style="list-style-type: none"> 1. Complete the quotation: 'O _____ love, O' _____' (1.1) 2. Complete the quotation: 'Juliet is the _____' (2.2) 3. Complete the quotation: '_____ be my conduct now' 4. Complete the quotation: 'O, I am _____' 5. What technique is used in this quotation and what is the affect? 6. Complete the quotation: 'I defy _____' (5.1) 7. Who says the above quotation, when and why – what is the effect? 8. Complete the quotation: These violent _____ have violent _____' (2.6) 9. Complete the quotation: Who says the above quotation and why? 10. Complete the quotation: 'let two more _____ wither in their _____' (1.2) 11. Who says the above quotation and what does it mean? 12. Complete the quotation: 'Hang thee _____, disobedient _____' (3.5) 13. Complete the quotation: 'a _____o' both your _____' (3.1) 14. Complete the quotation: How many times does Mercutio say the above quotation and what effect does this have? 15. Complete the quotation: 'you beasts. That quench the fire of your pernicious rage/ With _____ issuing from your _____' 16. Who is the Prince speaking to in the above quotation and why? 17. Write a quotation from the sonnet in Act1 scene 5 – Romeo and Juliet's first meeting – that uses religious imagery. <p><u>Jekyll and Hyde questions</u></p> <ol style="list-style-type: none"> 18. Complete the quotation: "The moment I _____, I can be _____." 19. Complete the quotation: "I _____ to _____ I will never set eyes on him again" 20. Complete the quotation: "If I ever read _____ on a face" 21. What technique is used in the above quotation and what is the effect? 22. Complete the quotation: 'I must die; and yet I shall _____'." 23. Complete the quotation: "Well, when that masked thing like a _____ jumped from among the _____ and whipped into the cabinet" 24. Complete the quotation: "'If he be _____,' he had thought, 'I _____'" 25. Complete the quotation: "a great _____ pall lowered over _____" |

English Continued

26. Choose one of the quotations and explain in detail what the effect of the language used is.

Power and Conflict Poetry questions

1. Complete the quotation: 'our brains _____
in the _____ winds
that _____',
2. Complete the quotation from COTLB: 'into the _____
_____/into the _____
_____'"
3. Complete the quotation: 'Bullets _____

air'
4. Complete the quotation: 'I see every round _____
_____'"
5. Complete the quotation from Poppies:
"spasms of _____"
6. Complete the quotation: ' _____
_____ set out in ordered rows'
7. Complete the quotation: 'strung out _____
_____ on a green-blue translucent sea'
8. Write a quotation from Emigree that shows she misses her country.
9. Write a quotations from Storm on The Island that shows the power of nature.
10. Write a quotation from Tissue that shows the fragility of human power.
11. Write a quotation from Checking out me History that shows Agard is angry with the education system.
12. Write a quotation from My Last Duchess that shows the abuse of power.
13. Write a quotation from The Prelude that shows nature as overpowering.
14. Write a quotation from London that shows how society is being controlled.

English Continued

Knowledge organiser questions – English language Paper

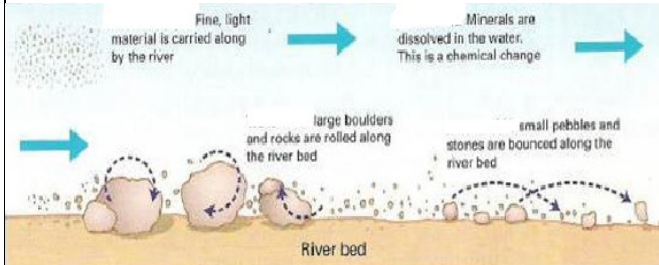
1. How many extracts are there on English language paper 2?
2. How many marks is section A worth?
3. How many marks is section B worth?
4. The exam is 1hr 45mins. How long should you spend on each section?
A= B=
5. How long should you spend on Q1?
6. How long should you spend on Q2?
7. How long should you spend on Q3?
8. How long should you spend on Q4?
9. Q1 asks you to 'choose 4 statements that are true': True or false?
10. What is explicit information?
11. What is implicit information?
12. Which 2 questions ask you to compare the 2 texts?
13. In Q2 you are summarising the texts; you do not need to analyse language to do this. True or false?
14. How would you structure your answer for Q2?
15. What does infer mean?
16. Which question asks you to explicitly analyse the language used in one of the texts?
17. In Q4 you have to compare the writer's viewpoints and perspectives – what does this mean?
18. In Q4 you need to write about the methods used – true or false?
19. In P2 Q5, are you asked to write a description/narrative text or a non-fiction text?
20. How would you structure your answer to question 5?
21. List 5 of the different text types you might be asked to write.
22. What technique means to over exaggerate?
23. Name the term: describing something non-human, with human qualities.
24. What term is used to describe the repetition of the 's' sound in words close together?
25. Name the term: 'a reference outside of the text to another story, film, or myth?'
26. Highlight the adverb in the following sentence 'swaying violently, the trees fought back against the raging winds'
27. What is a plosive sound?
28. What does semantic field mean?
29. List at least 4 techniques that you could include in a piece of persuasive writing.
30. What is a counter argument

| Food | French |
|--|--|
| <p>Year 10 Food Preparation 20 questions – Food Choice</p> <ol style="list-style-type: none"> 1. Give 3 reasons why a person may decide to become Vegan or Vegetarian. 2. Explain the term – ALLERGY. 3. What is Halal? 4. What is kosher? 5. If you are a vegetarian - what nutrients could you become deficient in? 6. Explain – Lactose Intolerant. 7. What does the term ‘Cuisine’ mean? 8. Name 3 sensory analysis tests. 9. Why is it important to use codes / symbols when testing food? 10. What does U stand for on food labels? 11. What legal information must be printed onto food labels? 12. Explain the term PAL. 13. How does income and cost of food affect what a person buys? 14. What is meant by food availability? 15. Explain why buying seasonal foods might be important to some consumers? 16. Why are food miles important to the production of food? 17. What 4 things make British food distinctive? 18. State which nutrients may be missing from a vegan diet. 19. Explain 6 ways the traffic light labelling system helps the consumer to make good food choices. 20. Give 4 factors that may influence a person's food choice. | <p>Year 11 Term 4 French Quizzing</p> <ol style="list-style-type: none"> 1) Revise the key phrases for describing a photo. 2) Revise the key phrases for roleplays. 3) Revise your Theme 1 Speaking questions. 4) Revise your Theme 2 Speaking questions 5) Revise your Theme 3 Speaking questions |

Geography

Year 11 Geography GCSE Rivers

1. List the four processes of river erosion
2. Name the processes of transport in the diagram below:



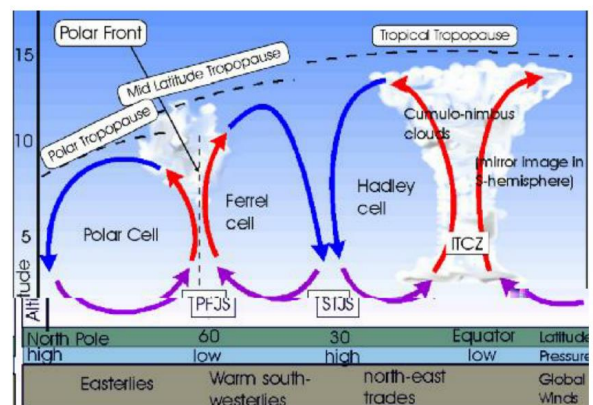
3. Explain the processes of erosion lead to the formation of a waterfall
4. Define these terms:
 - a. Meander
 - b. Oxbow lake
 - c. Levee
5. List the human factors that lead to flooding
6. List the physical factors that lead to flooding
7. Draw a storm hydrograph
8. List the hard engineering solutions used to prevent flooding
9. List the soft engineering solutions used to prevent flooding
10. How does a river's cross profile change as you go down stream

Geography continued

11.4 Hazards quiz questions

1. how warm must the sea be for a hurricane to form?
2. Give two reasons why hurricanes loose energy once they make landfall?
3. Name your hurricanes example
4. How many people died in this hurricane?
5. List the three plate margins you studied
6. Draw a labelled sketch showing the structure of the earth
7. Why do people live in hazardous zones
8. What are the four strategies for reducing the risk from tectonic hazards?
9. Give three features of an earthquake proof building?
10. Draw Label the three convection cells in the tricellular model of atmospheric circulation: A, B and C

Tricellular Model of Atmospheric Circulation

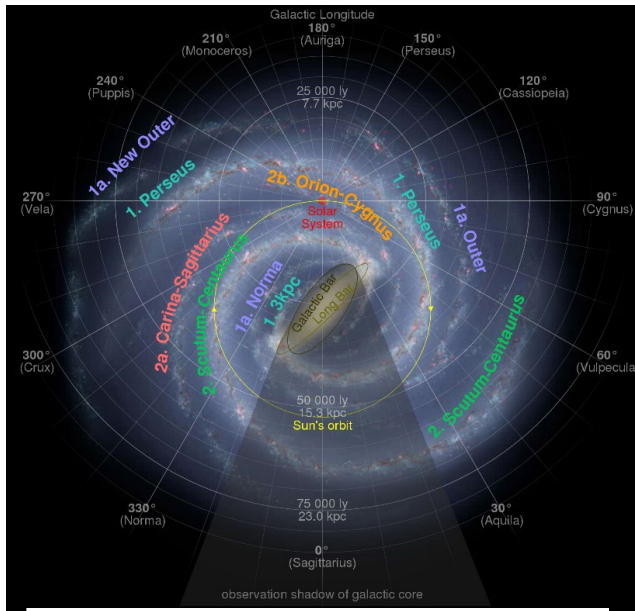


11. Where do tropical storms form?
12. Give three examples of the evidence for climate change
13. Name three greenhouse gases
14. List three natural causes of climate change
15. List three ways that the impacts of climate change can be managed
16. How can we adapt to climate change?

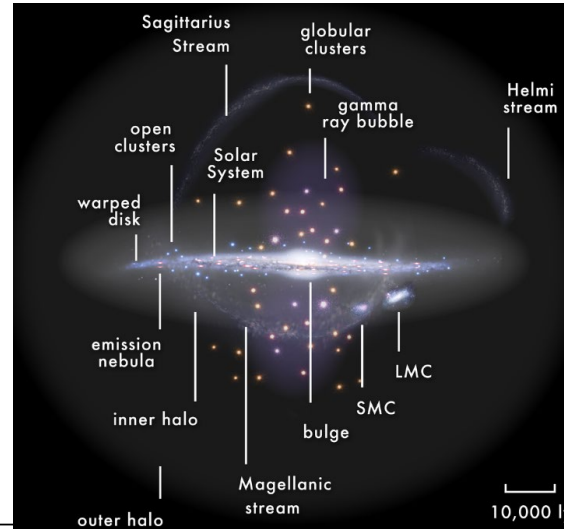
| Health and Social Care | iMedia and ICT |
|---|---|
| <p>Year 11 HSC R021</p> <ol style="list-style-type: none"> 1. What is confidentiality? 2. State 2 ways you can keep information confidential 3. State 2 times you can break confidentiality rules 4. State 3 rights of service users 5. State 2 reasons why it is important to maintain these rights 6. State 2 Acts that protect service users 7. State 2 types of abuse service users may experience 8. State 2 ways we can show we value diversity in care provision 9. What is the definition of disclosure? 10. How does the data protection act protect care users? 11. How does the Health and safety act protect care users? 12. What does it mean to give service users choice? 13. Why is giving services users a choice important? 14. Give 2 ways we can give service users choice 15. What does the term consultation mean? | <ol style="list-style-type: none"> 1. What is the difference between primary and secondary sourced information? 2. How can you collect primary sourced information? 3. Where could you look for secondary sourced information? 4. What is the purpose of a risk assessment? 5. When would you need to carry out a risk assessment? Given some examples. 6. What is the purpose of a site recce? 7. When would you need to carry out a site recce? Given some examples. 8. What is the purpose of a moodboard? 9. Who would use a moodboard? 10. What is the purpose of a script? 11. Who would use a script? 12. What is the purpose of a storyboard? 13. Who would use a storyboard? 14. What is the purpose of a mind map? 15. Who would use a mind map? 16. What is the purpose of a visualisation diagram? 17. Who would use a visualisation diagram? 18. When starting a new project, which content can a client have specific requirements about? |

| Music | Spanish |
|--|--|
| <ol style="list-style-type: none"> 1. Draw out a semiquaver, quaver, crotchet, minim and semibreve and write down how much each of these beats last 2. Define the following tempo markings: Presto, Adagio, Andante, Allegro Moderato, Largo 3. Define the following structures: Binary Form, Ternary Form, Rondo Form, Variation Form? 4. What is the musical word for copying between the parts? 5. What is the difference between arco and pizzicato? 6. What is the difference between staccato and legato? 7. Name the four voice types and what they sound like 8. What instruments would you usually find in a Popular/Rock band? 9. What is the typical structure of a Popular song? 10. What is a riff? 11. What are the four cadences? 12. What does conjunct mean? 13. What is the difference between syllabic and melisma? 14. Draw the key signatures for G, A, D and E Major 15. Draw the key signatures for F, Bb, Eb and Ab Major 16. What rhythmic device means a pick-up beat? 17. Define the following textures: monophonic, homophonic, polyphonic 18. What are the two main types of tonality? 19. What are the key features of Badinerie by Bach? 20. What are the key features of Africa by Toto? <p>Also recognising images of the following instruments:</p> <p>Orchestral Instruments Rock and Pop Instruments</p> | <p>Year 11 Term 4 Spanish Quizzing</p> <ol style="list-style-type: none"> 1) Revise the key phrases for describing a photo. 2) Revise the key phrases for roleplays. 3) Revise your Theme 1 Speaking questions. 4) Revise your Theme 2 Speaking questions 5) Revise your Theme 3 Speaking questions |

| Science | Science |
|---|---|
| <p>Biology</p> <ol style="list-style-type: none"> 1. What is an ecosystem? 2. What is a community? 3. What is a habitat? 4. What is interdependence? 5. What is a quadrat? 6. Why are quadrats used? 7. Describe how a quadrat should be used 8. What is a transect line? 9. What are adaptations? 10. Why do animals need to adapt? 11. Give three adaptations of animals that live in warm environments 12. Give three adaptations of animals that live in cold environments 13. What is a food chain? 14. What is a food web? 15. What do the arrows in food chains represent? 16. Where does energy in a food chain come from? 17. What is a producer? 18. What is a consumer? 19. What is a primary consumer? 20. What is a secondary consumer? 21. What is a tertiary consumer? <p>Chemistry</p> <ol style="list-style-type: none"> 1. What are the main uses of the Earth's resources? 2. Name three resources we can obtain from the Earth 3. What is a finite resource? 4. Give an example of a finite resource? 5. What is a renewable resource? 6. Give an example of a renewable resource? 7. What is sustainable development? 8. What are the problems with extracting materials from the Earth? 9. What does it mean to reduce our use of resources? 10. Give an example of how we could reduce our use of one of the Earth's resources 11. What does it mean to reuse? 12. What is the traditional method to obtain copper metal? 13. What is a copper rich ore? 14. What is displacement? 15. What are the issues with the traditional methods of obtaining copper? | <ol style="list-style-type: none"> 16. What is a low grade ore? 17. What is bioleaching? 18. Name three sources of water. 19. What is pure water? 20. What is potable water? <p>Physics</p> <ol style="list-style-type: none"> 1. What is the pole of a magnet? 2. What happens when two like poles are brought together? 3. What happens when two opposite poles are brought together? 4. Which elements are magnetic? 5. Why is steel magnetic? 6. What is a magnetic field? 7. What is an electromagnet? 8. What is a solenoid? 9. How can you increase the strength of an electromagnet? 10. What is a solenoid? 11. Why are electromagnets more useful than permanent magnets? 12. What does the right thumb rule? 13. What does the thumb represent in the right thumb rule? 14. What does the thumb represent in the right thumb rule? 15. What is magnetic flux? 16. What are the units for magnetic flux? 17. What is a permanent magnet? 18. What is an induced magnet? <p>P8 Space – Triple</p> <ol style="list-style-type: none"> 1. What is 'dark matter'? 2. Which galaxy is our solar system part of? 3. What is a dwarf planet? Give an example 4. What evidence do we have that the universe is expanding? 5. How are stars formed? 6. What is a nebula? 7. What is an orbit? 8. What is a light year? 9. What is a supernova? 10. Name an example of a natural satellite |

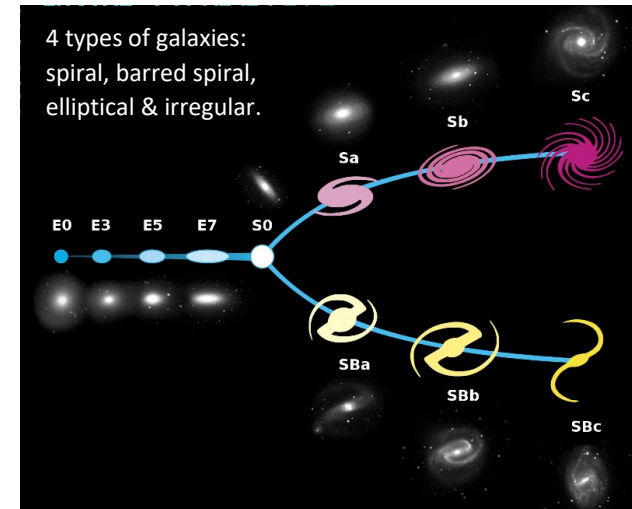


The Milky Way is a barred spiral galaxy (SBb) with the Sun and Solar System located on a spiral arm.



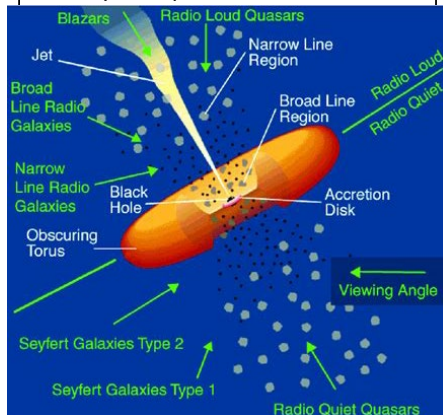
The Milky Way side on, including the globular clusters.

Our place in the Galaxy

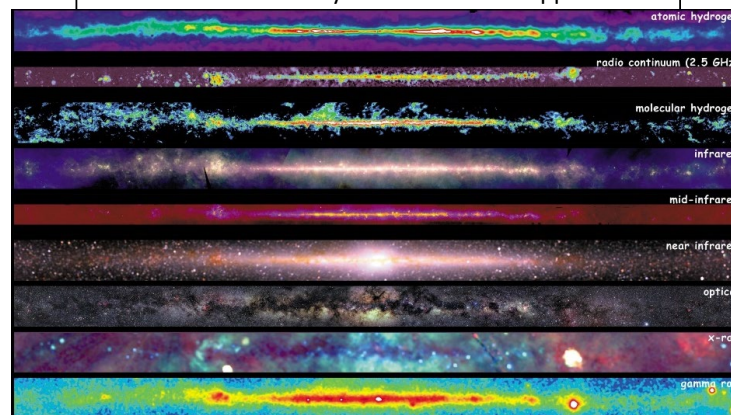


How the Milky Way appears in the Northern and Southern hemisphere

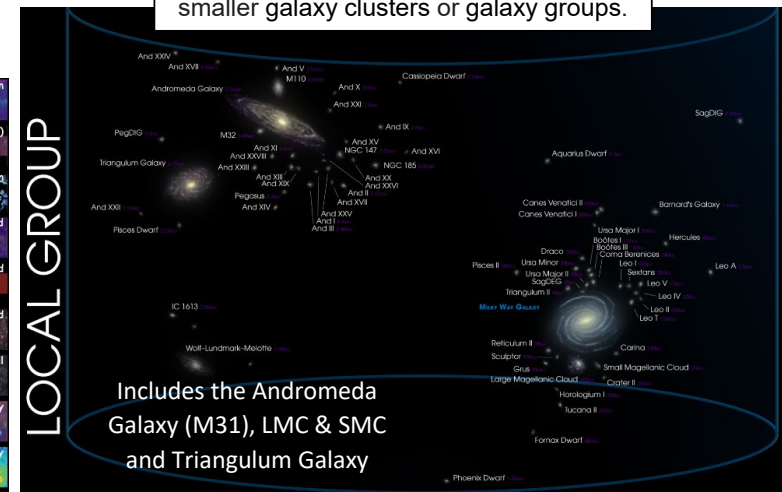
AGN (active galaxy nucleus) include Seyfert, quasars and blazars.



Galaxies, including the Milky Way emit large amounts of radiation outside the visible spectrum including the 21cm Hydrogen Alpha line which allows us to determine the velocity of the arms via doppler shift.



A **supercluster** is a large group of smaller galaxy clusters or galaxy groups.



Includes the Andromeda Galaxy (M31), LMC & SMC and Triangulum Galaxy

Ethics is:
about what is
right and
wrong

6:1 Ethical and Environmental Considerations

Ethics involves treating workers, suppliers and customers right however what is right and wrong changes over time so it can be hard for businesses to keep up.

Ethical marketing

Marketing activities that seek to give customers information to make good choices

Environmentally friendly

Describes consumers and businesses that act to make production sustainable

Sustainable production
The share of the total market for a product

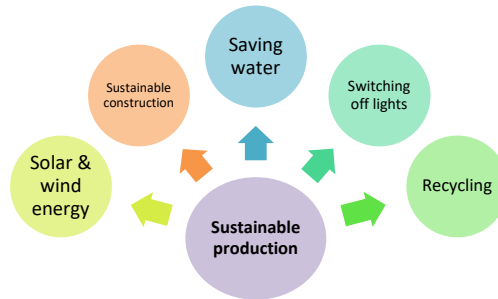
Benefits of being environmentally friendly

Increased sales

Reduced costs

Reduced tax bills

Reduce resource scarcity



Economic climate:
refers to how well the country is doing in terms of the levels of income and employment

Income

The amount of money people receive from work

Customers

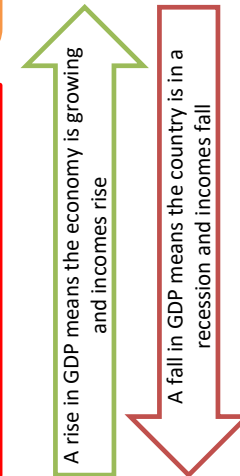
Buyers of goods and services

Consumer income

The total amount of income that all customers in the country receive

6:2 The Economic Climate

Gross Domestic Product (GDP) is a measure of the amount of goods and services a country produces



| | Response to economic change |
|------------|--|
| Production | <ul style="list-style-type: none"> Sell the product at a lower cost to beat competition (<i>less profit though!</i>) Improve quality control to reduce wastage Increase productivity through technology |
| HR | <ul style="list-style-type: none"> Increase productivity by motivating workers |
| Finance | <ul style="list-style-type: none"> Reduce costs by improving cash flow, reducing interest payments on overdrafts or loans Change loans to get a lower interest rate |
| Marketing | <ul style="list-style-type: none"> Change the marketing mix <ul style="list-style-type: none"> Change the product to appeal to different customers Increase promotion Different pricing strategies Sell using e-commerce |

Globalisation is:
the process by which business activity around the world has become increasingly interconnected

6:3 Globalisation

Pros of a UK business locating abroad

- Lower labour costs
- Lower costs
- Expertise
- Skilled workers
- Demand

Cons of a UK business locating abroad

- Quality control
- Poor communications
- Transport
- Loss of UK sales
- No skilled labour
- Costs of moving

Influences on business

Ethical and environmental considerations

There could be negative implications if businesses don't follow UK guidelines in other countries

The economic climate

This will influence whether or not a business is willing to operate there - if low income the business will suffer

International branding

Creating an image or values for a product in different countries

Multinational companies
Businesses that operate in different countries

Productivity

A measure of output of each worker on average

Free trade

The absence of restrictions on trade between countries

Assessment Information

Your assessment will take place during a normal timetabled lesson but you should be revising at home.

Number of marks available: 40

Time allowed: 50 minutes

Answer **ALL** of the questions

The first 10 questions will be multiple choice - you must only select **ONE** answer, selecting two will score 0 marks.

The other questions will include a range of 2, 3, 4, 6, 7, & 9 mark questions

Possible questions

- State two advantages of moving production abroad.
- Define the term 'globalisation'.
- Explain how being environmentally friendly could affect the finance department.
- Analyse how being environmentally friendly can benefit a business.
- Analyse two impacts of globalisation on a business.
- Evaluate how a rise in income could affect different business functions.

State

Explain

Analyse

Recommend

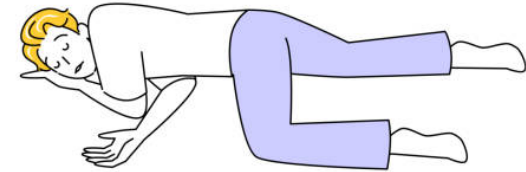
Evaluate

Child development Term 2 L05 First Aid

| Key word | definition |
|----------------------|--|
| I mmunisation | A process by which a person becomes protected against a disease through vaccination. |
| A sthma | a lung condition that causes occasional breathing difficulties |
| O besity | Being very overweight, with a lot of body fat. |
| A llergy | where your body reacts to something that's normally harmless like pollen, dust or animal fur |
| D iabetes | a lifelong condition that causes a person's blood sugar level to become too high. |

Recovery position

Bring the lower jaw forward to secure the trajectory.



Bend the elbows of both arms and place the back of the upper hand under the face.

Bend the upper knee to 90 degrees and try not to fall backwards.

Recovery position - A safe position in which to place an unconscious, breathing child.

| Accident | Cause | Treatment |
|------------------|---|--|
| Bleeding nose | Many children have nose bleeds. They can start for no reason | Pinch the soft part of the nose for 10 minutes to apply pressure. Repeat this for the next 20 minutes |
| Choking | Choking in a child can happen because they don't chew food properly or they put objects in their mouths | Lay a baby down or bend child over your knee slap between the shoulder blades 5 times |
| Convulsions | A convulsion can happen in a pre school child if they have a high temperature or it may be epilepsy | Stay with the child and try to cool them down. If necessary put in the recovery position. |
| Cuts and grazes | fall or trip when | Clean the area, dry and cover |
| Burns and scalds | Can be caused by heat, cold chemicals, hot liquids or the sun | Run cold water over the burns for 10 mins. Only remove clothing which is not stuck to the burn. Cover with cling film or non fluffy materials. Do not use creams or ointments |
| Insect stings | A bee or wasp may cause a child to feel real pain. | If the sting is still there remove it. Rinse and use a cold compress to reduce swelling. If the child is stung in the mouth or has an allergic reaction the child may need medical help. |
| Poisoning | Caused by a child swallowing medicines, plants, alcohol, poisonous berries | Remove anything from mouth. Rinse with water or milk and call GP. Keep poisoning sample. |
| Sunburn | Sunburn is caused by too much sun or not a high enough high factor cream | Take child out of sun. Give a cool drink. Cool the red area with cold water. Apply calamine lotion. If the skin blisters seek advice from GP |

Revision Summary Sheet – Identities and Diversity in UK society

| | | | |
|----------------------------|--|--|--|
| Sense of Identity | Feelings of belonging and loyalty. People may identify with their religion culture, place of birth, family or community. | Economic Reasons for migration | Moving from one place to another for reasons linked with money/jobs to improve standards of living |
| Multiple identities | People have a multiple identity when they identify with more than one source of belonging or loyalty. | Political reasons for migration | Moving from one place to another to improve human rights |
| Migration | Moving from one place to another | Asylum | Refuge and protection from another country, |
| immigration | Arriving in a country | British Citizenship | You can be a British citizen based on where and when you were born, or your parents' circumstances in Britain. |
| Community Cohesion | Neighbours living together with respect and co-operation | BME | Black and minority ethnic groups – people from a wide range of Ethnic and religious background. |
| Deportation | Being returned to a country of origin | Push factor Pull factor | Reason that Makes you want to leave a country Reason that makes you want to go to another. |

Our Sense of Identity.

The UK is a multicultural society as many groups of people from around the world have come to settle in the UK bringing their cultural traditions with them. Some of the traditions that have been adopted in the UK from around the world are:

- People from the Caribbean have brought their carnivals to London in the form of the Notting Hill Carnival.
- Immigrants from Pakistan and India brought with them their tradition for hot and spicy food.

British traditions that are often taken for granted are: School uniform, Remembrance Sunday, Mothering Sunday, Sunday Roast, The English Pub. Many of the British Traditions are linked with the UK Protestant religion or British History.

The Rule of Law:

the law applies equally to everyone and so reinforces a respect for the law and enables all citizens to achieve justice and be free from arbitrary arrest.

Tolerance and respect for diversity:
people with different faiths, cultural traditions and preferences are accepted

Personal Freedom:

people have freedoms in relation to speech, thought, movement, residence and enterprise

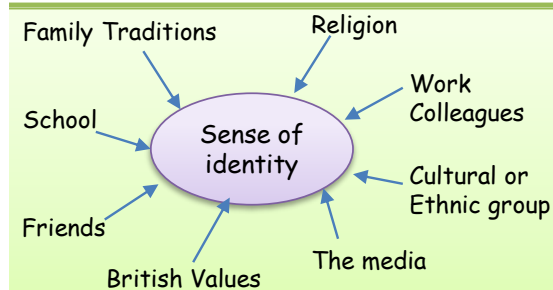
British Values

Representative Democracy:

everyone has a right to say in how the country is run

Equal Opportunities:

everyone has the same chances to contribute to society and achieve their ambitions. Ability and experience count rather than race, religion, gender, age, etc.



Complex Identities: Young people who belong to BME groups have to balance their values, culture and traditions of that ethnic group against mainstream British traditions culture and values. There can be problems if BME traditions seem to be out of step with mainstream UK culture. E.g. Muslim girls may have disputes with their parents about appropriate behaviour with boyfriends

Migration Push Factors

- Fear for their lives (war, terrorism or natural disaster)
- Discrimination
- No work/poorly paid
- Famine (lack of food)
- Disease or pollution
- Lack of educational opportunities
- High cost of living

Migration Pull Factors

- Peaceful place
- Good record of Human rights
- Employment available
- High standard of living
- Other members of your family live there
- Good Health Care and education

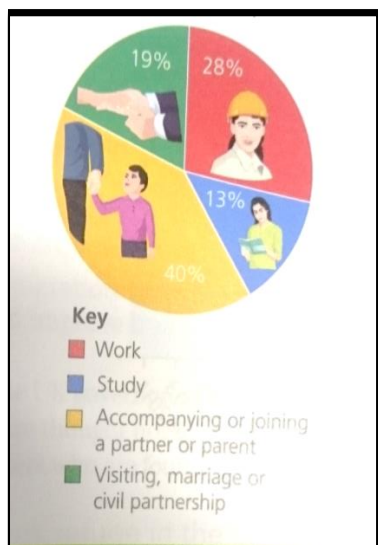
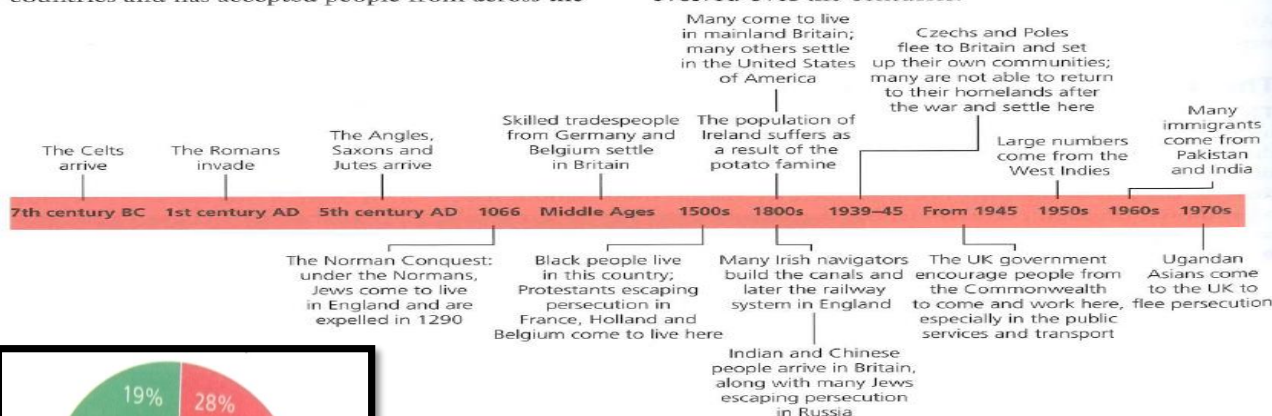
Migration: The UK was a great trading nation for many 100's of years. Through trade and colonisation (land overseas controlled by the UK) many people have come to the UK and settled. E.g. the slave trade, the holocaust, being part of the British empire, The Commonwealth, and free movement from the EU.



Revision Summary Sheet – Identities and Diversity in UK society

Like many other countries the United Kingdom has been invaded and conquered, has conquered other countries and has accepted people from across the

world to settle and live permanently in the individual countries. Figure 10.3 shows how our society has evolved over the centuries.



It's not people migrating to the UK for work, study, joining family or for marriage purposes, people from the UK are emigrating for the same reasons. More British citizens leave the country than arrive. EU net migration is currently 184,000 compared to 188,000 from outside the EU.

Table 1: Latest Migration Statistics, Year Ending December 2015

| | All Citizenship s | British | Non-British | EU | Non-EU |
|-------------|-------------------|---------|-------------|---------|---------|
| Immigration | 630,000 | 83,000 | 574,000 | 270,000 | 277,000 |
| Emigration | 297,000 | 123,000 | 85,000 | 85,000 | 85,000 |
| Net | 333,000 | -39,000 | 373,000 | 184,000 | 188,000 |

Arguments in favour of Immigration

Cheap labour
Helps overcome labour shortages
Immigrants are often prepared to do unskilled jobs
Some immigrants are highly skilled
Cultural diversity

Issues arising from immigration

Language problems
Racial/ethnic tensions
Jobs lost to incoming workers
By employing high skilled migrant labour the government avoids the cost involved in developing the UK skills base.
Pressure on housing and local services especially where large numbers of migrants settle to work.
Limited skills/education in immigrant population.

People seek refuge/ asylum in the UK because:

The UK has a good record of Human rights.
English is spoken across the world and is familiar language to many people
People belonging to the asylums seekers ethnic group may already live in the UK
The UK is a wealthy country that can afford to support asylum seekers.
Jobs are available in the UK, many are unskilled and it isn't always necessary for applicants to speak good English.
People who live in the UK have a right to housing, education and Healthcare.

People can apply for British Citizenship as long as they:

- Are 18 and older.
- Do not have serious or recent criminal record and have not broken any immigration laws.
- Intend to continue to live in the UK.
- Have passed English language and citizenship tests.
- Have lived in the UK for at least 5 years and have been granted the right to stay.

British Citizenship gives people important rights including

- Living permanently in the UK.
- Leaving and re-entering the UK at any time, without any restriction.
- Protection and assistance while overseas.
- All the legal rights granted by the UK to its citizens including the right to vote.

Revision Summary Sheet – Identities and Diversity in UK society

Asylum seekers' rights in the United Kingdom

- Fair and lawful treatment regardless of race, gender, age, religion, sexual orientation or any disability.
- Freedom of religion and the responsibility to show respect to people of other faiths.
- Fair and accurate consideration of asylum claims.
- Support and accommodation.
- Free health care from the National Health Service (NHS).
- Legal representation and financial support to pay for legal help if necessary.

Asylum seekers' responsibilities in the United Kingdom

- Co-operating with the UK Border Agency and telling the truth. (It is a crime to make a false asylum application. A false claim could lead to imprisonment and **deportation**).
- Making regular contact with the Border Agency.
- Obeying the law.
- Caring for children (an adult must always supervise children under the age of sixteen, and if they are aged between five and sixteen they must have full-time education, usually at school).
- Leaving the UK if an asylum application is refused.

| | Supporting | Restricting |
|----------------|---|---|
| Economic View | <p>Migration brings major benefits to the UK especially at a time of economic growth.</p> <ul style="list-style-type: none"> • 63% of CBI members think that free movement of labour between EU countries has been beneficial to their business. • Many migrants are well educated and solve labour shortages. • UK hospitals and care homes, housebuilding and broadband roll outs could not function without overseas workers. • 2/3 of overseas workers in 2013 came for work and 1/5 for study. | <p>Migration watch is an independent policy institute and pressure group. At present they believe that immigration is neither sustainable nor well managed. And point out that England is already one of the most overcrowded countries in the world, with a population density of 410 people per square Km. Economic concerns are:</p> <ul style="list-style-type: none"> • Rapid population growth = difficulties providing services e.g education, the NHS • Migrant women have a higher fertility rate that UK women so there is an extra burden on maternity services. • Strains on public transport and roads • Adequate housing needs to be built to accommodate all of the extra people, either by building on green spaces or making urban areas over crowded. |
| Political view | <p>The Green party is more supportive of immigration than any other political party. It argues that it is inevitable that people want to escape the effects of global warming, environmental degradation and shortages of resources. They believe that international action and a willingness to share resources are needed to meet migrants needs. Furthermore they argue that richer countries have no right to protect their privileges from others by using migration controls.</p> | <p>UKIP and the Conservatives responded to public concerns by promising to reduce immigration. Both parties would continue to grant asylum to those refugees protected by international law. UKIP would go furthest to control the number of migrants coming to work and study in the UK.</p> |
| Public Opinion | <p>Opinion polls show consistently high levels of public concern over immigration. However they also have positive things to say about immigration.</p> <ul style="list-style-type: none"> • 65% worry about the level of immigration to the UK, while 31% were not worried and 4% did not know. (YouGov poll. 2014) • 31% thought immigration had had a good or very good impact on economy, 20% thought it was neither a good nor bad impact, and 47% thought immigration had had a bad or very bad impact (British Social attitudes survey 2014) • The British Attitudes survey of 2013 found that 40% of people thought that immigrants had improved British society by bringing new ideas and cultures, compared to 33% in 2003. • 53% of people thought that a variety of cultures and backgrounds strengthened the UK. (YouGov poll, 2013) | |

| High levels of community cohesion | Low levels of community cohesion |
|---|--|
| <ul style="list-style-type: none"> • People of all ages out in the streets without fear. • Tidy streets, gardens, parks and public areas. • Houses and flats lived in and cared for • People mixing in shops, cafes and parks • Successful schools, libraries and community centres with services for the whole community. • Low levels of discrimination | <ul style="list-style-type: none"> • People afraid to leave their homes, especially at night. • Vandalism, graffiti and litter • Houses And flats empty • People going to particular shops and cafes to avoid other groups. • Failing schools with little provision for the community • High levels of discrimination and racism |

Computer Science

OPEN SOURCE vs PROPRIETARY CMS



Open source systems

PROS

- + Free
- + Large developer base
- + Global third party communities for training, support and plugins
- + Multiple modules and wide input
- + Quick to set up
- + Often cleaner and better code as can be seen by others
- + Scalable
- + Portable and adaptable

CONS

- Support not assured
- Lack of investment
- Security fixes not guaranteed
- May not be optimal for enterprise-level websites

Proprietary systems

PROS

- + Better documentation
- + Assured fixes to security issues
- + Better support
- + Built for enterprise-level sites
- + Training provided
- + Established third-party vendor relationships

CONS

- Expensive license fees
- Not a bespoke solution
- More narrow input from developers
- Lengthy set-up process
- Updating processes may be complicated
- Hard to migrate
- Specific coding knowledge required
- Limited or no APIs

Key vocab

| | |
|-----------------------------|--|
| Application | Software designed to carry out a useful real-world task. |
| Utility | A single-purpose program normally used in the maintenance of computer systems. |
| Program | A self-contained set of instructions that can be stored and used by the processor. |
| Software | The general term for computer programs. |
| Programming language | A means of writing programs in a form that can be passed to a computer to process. |
| Instructions | A set of commands that a processor can recognise and act upon. |
| Open-source software | Software where the source code is made freely available, where users can legally alter the source code to create their own software. (eg. Mozilla Firefox) |
| Proprietary software | Software where only the compiled code is released – therefore modification, copying and redistribution of this software is legally restricted. (eg. Microsoft Office, Adobe) |
| Custom-written software | Software which has been custom made by software developers for an organisation |
| Off-the-shelf software | Generic software that provides many features that the majority of users will want |
| Utility system software | Software designed to help maintain or configure a computer. |
| Software repositories | Servers where free or open source software is available to be downloaded. |
| Package management software | Software used to ensure that the correct files are downloaded from a server when downloading a program. |

Software

Software development stages

| | |
|---------------|---|
| Analysis | Looking at a problem as a whole a decomposing into smaller parts. Success criterion should be the outcome from this stage. |
| Design | Creating a plan for how software will evolve. Typical design will include flowcharts, pseudocode and a testing plan. Focus on the algorithms developed and the robustness of the program. |
| Development | Creation of a piece of software. Clear communication about the processes, which are occurring and any solving of errors encountered, must be discussed. |
| Testing | The process of identifying whether software copes with expected, unexpected and boundary data and how it will respond to such situations. |
| Demonstration | Showing how a product works and the steps which may be taken to |
| Evaluation | A summary of how well a program works and how it fills the success criterion developed in the analysis stage. |

YEAR 11 DRAMA—Exam Preparation

Section A of Written Exam

Types of staging

- In the round: in a circle, feeling enclosed, intimate
- Traverse: like a catwalk, more journey focused
- Thrust stage: three sides
- Promenade: immersive performance where audience move around e.g. at the pier
- Proscenium arch: otherwise known as End On

Roles and Responsibilities

- Designers (sound, lighting, set, costume)
- Director: in charge of artistic elements, will have a “concept” for a production, will collaborate with designers
- Playwright: who writes the play
- Performer/understudy: who realises the role or character
- Technician: work back stage and set up technical equipment e.g. microphones, rigging lights

Stage positions

| | | |
|---------------------------------|--------------------------------|--------------------------------|
| USR Up Stage Right | USC Up Stage Centre | USL Up Stage Left |
| CSR Centre Stage Right | CS Centre Stage | CSL Centre Stage Left |
| DSR Down Stage Right | DSC Down Stage Centre | DSL Down Stage Left |

- Stage manager: works backstage, over-see everything that happens before, during and after a performance (props, scene changes and rehearsal schedules. Tours with the show.
- Theatre manager: responsible and manages the front of house team, e.g. box office staff, ushers, etc. Does not move with the show!

Preparing Exam Questions Section 2

6.1: Design question (set/costume) that reflects 1970s/80s context. Fabrics, wear, pattern, fit.

6.2: One line, WHAT HOW WHY you are going to use physical and vocal skills

6.3: A shaded extract, WHAT HOW WHY you are going to use physical and vocal skills

6.3: How an extract links to the context/themes of the play (physical and vocal skills)

Preparing Exam Questions Section 3

- Choice of three questions e.g. SET, COSTUME, LIGHTING/SOUND or CHARACTERISATION.
- Three key moments from ‘Jane Eyre’, analysing and evaluating the effect of the choices made. E.g. dimly lit stage created the a spooky atmosphere pre-empting the moment the woman in the attic was revealed.
- Remember to always answer the QUESTION. If the question is how the TENSION WAS CREATED, “this created tension by...because...”

Devising Coursework

Section 1: Response to Stimulus (initial ideas, research, themes, characters, plot)

Section 2: Development and Collaboration (how did you create the drama, techniques, character development)

Section 3: Analysis and Evaluation (after the performance, what were the strengths of the performance, why do you think so, what were the pitfalls of the performance, what would you do if you had another chance to perform?)

ENGINEERING YEAR 11 MODULE 4 - PLASTICS

KEY WORDS

Dimensions:- The use of measurements on a design to show sizes.

Isometric:- A 3D drawing technique which shows and image at 30°.

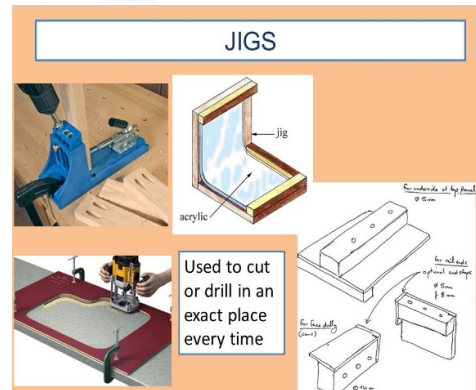
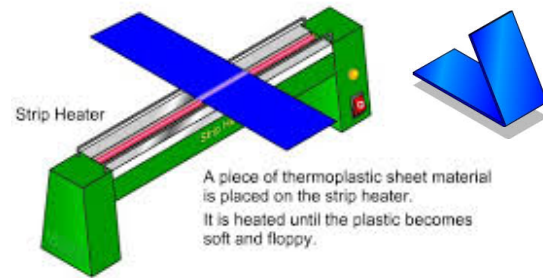
Orthographic:- A 2D drawing technique which allows you to draw flat views of an object (Front, Side, and Plan views)

Annotate:- To add notes to your designs that explain what you are aiming to achieve. (Size, Materials, joining techniques)

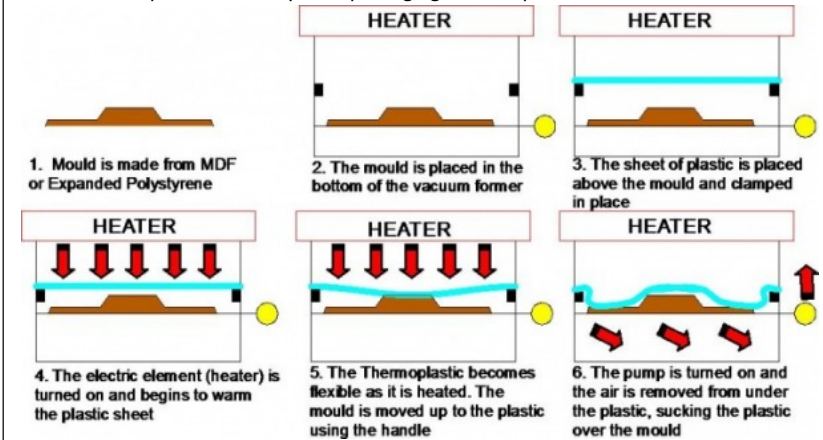
Mould:- A tool that is used to form a material over to create a shape.

Jig:- a device that holds a piece of work and guides the tool operating on it.

Line Bending
Heat until soft → Bend → Hold until cool



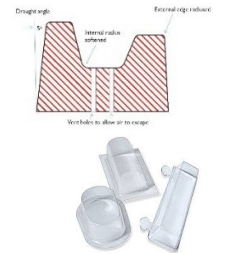
Vacuum forming:- This is a machine that is used to form and shape plastic. It is used to make plastic food trays and packaging to store products.



Mould making

Within schools, moulds are normally made from MDF or Expanded Polystyrene and are used to shape plastic over or pour liquid plastics into.

Moulds need to be smooth and easy to remove with no sharp edges to work well.



Thermoplastics

Acrylic

Properties:

1. Stiff, hard
2. Durable
3. Does not split
4. Good electrical insulator
5. Machines and polishes well

Disadvantages:

1. Scratches easily
2. Splinters easily
3. Brittle in small sections

Uses: signs, wash basins & baths, cd cases, biro pen casing.



HIPS (high impact polystyrene)

Properties:

1. Easy to process
2. Good impact resistance
3. Stiff, tough
4. Flexible
5. lightweight

Disadvantages:

1. ignites easily
2. less dense than other thermoplastics

Uses: packaging, cd casing, toys, computer housing.



Thermosetting plastics

Polyester Resin

Properties:

1. Good electrical insulator
2. Heat resistant
3. Stiff
4. Hard

Disadvantages:

1. Brittle
2. Can crack

Uses: bonding other materials:

1. Glass reinforced boats/ cars
2. Garden furniture



Urea Formaldehyde

Properties:

1. Strong
2. Hard
3. Brittle
4. Heat resistant
5. Good electrical insulator

Disadvantages:

1. Can emit toxic vapours during manufacturing process

Uses: Electrical fittings and domestic appliance components.



| Romeo and Juliet Key quotations |
|--|
| Romeo: 'O' brawling love. O' loving hate" (1.1) • 'Juliet is the sun' (2.2) • 'O, I am fortune's fool' (3.1) |
| Juliet: 'Good pilgrim you do wrong your hand too much' (1.5) • O happy dagger/ This is thy sheath: there rust, and let me die' (5.3) |
| Friar Lawrence: 'These violent delights have violent ends' (2.6) |
| Nurse: 'I think it best you married with the County' (3.5) |
| Capulet: 'let two more summers wither in their pride' (1.2) • 'Hang thee young baggage, disobedient wretch!' (3.5) |
| Mercutio: 'a plague o' both your houses' (3.1) • 'ask for me to-morrow, and you shall find me a grave man.' (3.1) |
| Benvolio: 'part fools! Put up your swords, you know not what you do' |
| Prince: 'you beasts, That quench the fire of your pernicious rage With purple fountains issuing from your veins' |
| Tybalt: 'About Romeo: 'To strike him dead I hold it not a sin' (1.5) |
| Lady Capulet: 'I wish the fool were married to her grave' (3.5) |

| An Inspector Calls – Key quotations |
|--|
| Inspector Goole: 'We don't live alone. We are members of one body. We are responsible for each other.' "they will be taught it in fire and blood and anguish." Eva Smith/Daisy Renton: "she'd swallowed a lot of strong disinfectant. Burnt her inside out, of course" "...and died, after several hours of agony..." "She was a very pretty girl...that didn't make it any better." Mr Birling: 'The Titanic...unsinkable, absolutely unsinkable' 'as if we were all mixed up like bees in a hive – community and all that nonsense' 'there's every excuse for what your mother and I did' Sheila Birling: "Yes, go on, Mummy" "But these girls aren't cheap labour- they're people." "No, he's giving us the rope- so that we'll hang ourselves" Gerald Croft: "very much the easy well-bred young man-about-town" Sheila: "Wonderful fairy prince" "Everything's all right now Sheila. What about this ring?" Edna (the maid): "All right, Edna. Show him in here. Give us some more light." Mrs Birling: "a rather cold woman and her husband's social superior" "As if a girl of that sort would ever refuse money!" "I accept no blame at all" Eric Birling: "In his early twenties, not quite at ease, half shy, half assertive" "(shouting) And I say the girl's dead and we all helped to kill her- and that's what matters-" |

| Poem | A01 Key Quotations |
|---|---|
| Ozymandias (1818) Percy Bysshe Shelley | "My name is Ozymandias, King of Kings/ Look upon my works ye mighty and despair" "frown/and wrinkled lip and sneer of cold command" "the lone and level sands stretch far away" |
| London (1794) William Blake | "In every cry of every man,/in every infant's cry of fear" "And blights with plagues the marriage hearse" "black'ning church" "mind forg'd manacles" |
| Extract from 'The Prelude' (1798) William Wordsworth | "one summer evening led by her" "but it was a trouble to my dreams" "Huge peak black and huge" "Upread it's head" |
| My Last Duchess (1842) Robert Browning | "looking as if she were alive" "I gave commands; then all smiles stopped together" "my gift of a nine-hundred-years old name" |
| Storm on the Island (1966) Seamus Heaney | 'Strange, it is a huge nothing that we fear'. 'tragic chorus' 'spits like a tamed cat / Turned savage' 'We are prepared' |
| Cheking out me History (2007) John Agard | 'Dem' 'Dem tell me/wha dem want to tell me' 'Blind me to my own identity' 'But now I checking out me own history/ I carving out me identity' |
| Tissue (2006) Imitaz Dharker | 'Paper that lets the light/shine through.' "Turned into your skin" "Might fly our lives like paper kites". |

| Dr Jekyll and Hyde Key quotations | | |
|--|--|---|
| Dr Jekyll "I swear to God I will never set eyes on him again "that man is not truly one, but truly two" "I am the chief of sinners. I am the chief of sufferers too" "The moment I choose, I can be rid of Mr Hyde." | Poole: "No, sir; master's made away with!" "Well, when that masked thing like a monkey jumped from among the chemicals and whipped into the cabinet" Dr Lanyon I have had a shock," he said, "and I shall never recover. I must die; and yet I shall die incredulous." "Unscientific balderdash" | Pathetic fallacy "the fog slept on the wing above the drowned city" "the night was brilliantly lit by the full moon" "The fog rolled in" "a great chocolate-coloured pall lowered over heaven." Settings, symbolism and Pathetic fallacy "shopfronts...like rows of smiling sales- women" "Sinister block of buildings thrust forward its gable...blind forehead of discoloured wall" "like a district of some city in a nightmare" |
| Mr Hyde "it was some damned juggernaut." "Mr. Hyde was pale and dwarfish." "with ape-like fury he was trampling his victim under foot" "If I ever read Satan's signature on a face" "He broke out in a great flame of anger" | Mr Utterson "I let my brother go to the devil in his own way." "'If he be Mr. Hyde,' he had thought, 'I shall be Mr. Seek.'" "That won't hold water; it doesn't comment itself to reason." | |

English Literature term 4 - Key quotations

| Poem | A01 Key Quotations |
|--|--|
| Charge of the Light Brigade (1854) Alfred Lord Tennyson | 'into the jaws of death, into the mouth of hell' 'cannon to the left of the, cannon to the right of them, canon in front of them. |
| Exposure (1971) Wilfred Owen | 'Our brains ache in the merciless iced east winds that knife us'. 'sudden successive flights of bullets streak the silence' |
| Bayonet Charge (1957) Ted Hughes | 'Bullets smacking the belly out of the air' 'King, honour, human dignity, etcetera/ Dropped like luxuries in a yelling alarm' |
| Remains (2008) Simon Armitage | 'I see every round as it rips through his life' 'his blood shadow stays on the street and out on patrol I walk over it week after week' |
| Poppies (2009) Jane Weir | 'spasms of paper red' 'stealed the softening of my face' 'later a single dove flew from a pear tree' |
| War Photographer (1985) Carol Ann Duffy | 'spools of suffering set out in ordered rows' 'his hands, which did not tremble then though seem to now.' |
| Kamikaze (2007) Beatrice Garland | 'strung out like bunting on a green-blue translucent sea' 'he must have wondered which had been the better way to die.' |
| The Emigree (1993) Carol Rumens | 'it may be sick with tyrants, but I am branded by an impression of sunlight' 'My city takes me dancing' |

Revision websites/useful links:

Mr Bruff videos on all lit texts

<https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>

BBC Bitesize – lit and lang

<https://www.bbc.co.uk/bitesize/subjects/zf3rkq1>

JOG revision booklets for each text can be found on the school website:

Overview of the exam:

- The exam is an hour and 45 minutes.
- Spend 1 hour on section A (10-15 minutes reading time) You will be given two sources from two different time periods - both are non-fiction texts (pre-1900 and post-1900)
- You should spend an hour on section A-Reading Section (Q1-4)). This allows for 10-15 minutes of reading time)
- You should spend 45 minutes on section B-Writing section (Q5)

NB: Section A and B are both worth 40 marks

QUESTION 1 (5 minutes)

'Choose four statements which are TRUE...'

- Refers to Source A.
- Identify EXPLICIT (Things you are told) and IMPLICIT (what you can infer) information referring to part of the text.
- Shade only 4 boxes in.

***Make sure you read the text and question carefully.**

QUESTION 2 (10 minutes)

'Write a summary of the differences between...' 8 marks

- You need to refer to source A and Source B.
- Use quotations from both sources to support your answer.
- You need to COMPARE the CONTENT of the two sources in line with what the question is asking you to look for.

Point – evidence – infer – comparative point – evidence – infer.

*You do not need to analyse the language.

QUESTION 3 (15 minutes)

'How does the writer use LANGUAGE...?' 12 marks

Explain, comment on and analyse the language used. Make sure that you read the question properly Remember to: Include LANGUAGE TERMINOLOGY- if you do not know what these key terms mean – look them up!

- ✓ Imagery-simile, metaphor, personification
- ✓ Symbolism
- ✓ Adjectives, verbs and adverbs
- ✓ Persuasive language devices: AFOREST/FAT HORSE
- ✓ Satire
- ✓ Allusion
- ✓ Plosives
- ✓ Hyperbole
- ✓ Semantic field

Consider the effect on the reader. What does this make the reader THINK/FEEL/IMAGINE/BELIEVE?

QUESTION 4 (20-25 minutes)

'Compare how the two writers convey their similar/different attitudes/ideas/perspectives to...' 16 marks

- Refers to Source A AND Source B – you must address each source equally.
- You need to consider the writers' **point of view** (their feelings) on the subject and compare the ways they **PRESENT** their ideas (what methods do they use?)
- Remember to talk about the methods they use, such as:
 - ✓ Language choices
 - ✓ Imagery and linguistic devices (similes, metaphors etc)
 - ✓ Persuasive techniques (AFOREST/FAT HORSE)
 - ✓ Register that they use – 1st or 3rd person
 - ✓ Tone that they use – humorous, passionate, frustrated etc
 - ✓ The structure and form that they use.

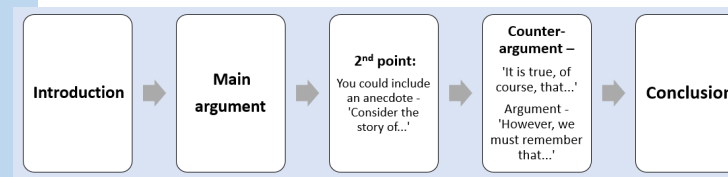
QUESTION 5

Produce your own non-fiction text (based on the theme in Section A)
You could be asked to write any of the different text types in the table below.

- 24 marks for content and organisation
- 16 marks for technical accuracy

Q5 – Example: -'Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.' -Write a letter to your local newspaper in which you argue for or against this statement. -

How to structure a persuasive text



Remember that different text types = different formats

| | |
|----------|---|
| Letter: | Two addresses, date, Dear Sir/Madam, Yours Sincerely |
| Article: | Headline, by-line, subheadings |
| Essay: | Introduction, convincing opinion throughout, conclusion |
| Leaflet: | Title, subheadings, some bullet points |
| Speech: | Address your audience at the start and end, use direct address, |

Revision websites/useful links:

BBC Bitesize:

https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVg

Mr Bruff Q1-5 videos on youtube:

https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVg

Revision booklet and example paper:

<https://resources.finalsite.net/images/v1553545594/sydenhamlewishamscuk/xdtkv0cqr965cxhfyk7/171218-Paper-2-Revision-Booklet.pdf>

English Language Paper 2 - Writers' viewpoints and perspectives

Where food comes from – food processing

Where food comes from

No matter where it is bought from, food is grown, reared or caught, then processed in some way, to make it edible and safe to eat.

Food processing

Food processing is any deliberate change in a food that happens before it is available for us to eat; almost all food is processed in some way.

Commercially, the main reasons to process food are to eliminate microorganisms (which may cause disease) and to extend shelf life. Food production and processing ensures that food is edible and safe to eat.

Foods are processed for a number of reasons:

- to extend the shelf life, e.g. making strawberries into jam;
- convenience, e.g. frozen ready meals;
- health, e.g. reduced fat yogurt;
- to provide consumers with more variety and choice;
- to provide additional nutritional benefits, e.g. fortified breakfast cereals.

New product development (NPD)

NPD is the process of creating new or modified food products, with the aim of increasing sales to maintain a company's competitiveness within the consumer market. NPD involves a complex series of stages, requiring the combined talents of many specialists to make it successful:

- initial ideas;
- test kitchen;
- sensory evaluation;
- pilot plant;
- production specification;
- consumer testing;
- scale up and launch.

For more information, go to:
<https://bit.ly/398qABo>

Food Manufacturing

Modern processing has developed over the centuries, with canning and pasteurisation advancing the microbiological safety of food. Food processing can be very simple, e.g. preparing, freezing or drying food to preserve nutrients and freshness. It can also be complex, e.g. formulating a frozen meal with the right balance of nutrients and ingredients.

There are two main stages to food processing:

- primary - foods are processed after harvest or slaughter, e.g. wheat is harvested and then milled into flour;
- secondary - food is made into products, e.g. flour into bread or pasta. Steps need to be taken at all stages of food supply to prevent contamination and spoilage and avoid food wastage.

Hazard analysis, critical control points (HACCP)

Food businesses have a legal responsibility to produce safe food. HACCP is a structured approach to risk assessment, used by food companies to make sure they do not break the law by putting consumers at risk.

The seven principles of HACCP are:

| | |
|---|---|
| 1 | Hazard analysis |
| 2 | Determine the Critical Control Points (CCP) |
| 3 | Establish critical limits |
| 4 | Critical Control Point (CCP) monitoring |
| 5 | Corrective actions |
| 6 | Establish verification procedures |
| 7 | Record keeping procedures |

Functional foods

Functional ingredients are ingredients that are specifically included in food for additional health benefits, including pre- and pro- biotics.

Food additives

Additives are used to ensure safety, increase shelf life or improve the taste, texture or appearance of food. Additives need to be approved before they can be used.

Additives are given an 'E number' to show that they have been rigorously tested for safety and have been approved for use in food by the European Commission.

Jams contain several kinds of additives, including emulsifiers and gelling agents.



Freezing & dehydrating

The shelf life of food and drink can be extended by freezing and dehydrating.

Freezing – commercial methods are based on two principles:

1. very low temperatures inhibit growth of microorganisms;
2. the formation of ice crystals draws available water from the food.

Dehydration – reduces the water activity level, weight, bulk of the food, and helps to preserve a product. There are a number of techniques used including; sun drying, spray drying, fluidised bed drying, roller drying and accelerated freeze-drying.



Pasteurisation, sterilisation and irradiation.

The shelf life of food can be extended if sufficient heat is applied to kill microorganisms and inactivate the enzymes that are present.

Pasteurisation – extends shelf life by killing most food spoilage organisms and pathogenic organisms. Products are treated with mild heat, usually to less than 100°C for 30-35 minutes.

Sterilisation – is a more severe process that destroys all microorganisms.

Irradiation – produces an effect in food similar to pasteurisation.

Filling, forming and enrobing

Many manufactured food products go through a number of processes before they make it to the shop shelves.

Filling – a measured quantity of food mixture is injected or sandwiched into the centre of food.

Forming – ensures that products are of a uniform shape and size.

Enrobing – is a process of coating the outer layer of a product, e.g. chocolate-coated biscuits.

Extrusion and canning

Extrusion – is a process where raw materials are forced through a cylindrical barrel in order to form, shape and sometimes cook.

Canning – aims to destroy all microorganisms and their spores through the application of heat by sterilising food in airtight containers.

Key terms

Additives: Are added to ensure safety, increase shelf life or improve the taste, texture of appearance of food.

E numbers: Given to an additive to show it has been approved for use in the EU.

Food labels: Provide information and help consumers make choices.

Food processing: Any deliberate change in a food that happens before it is available for us to eat.

Hazard analysis, critical control point (HACCP): A system which looks for and prevents potential problems before they happen.

Packaging: Used to protect the food or drink from physical damage, chemical or bacterial contamination and provide information.

Pathogenic: Disease causing microorganisms.

Packaging

Due to advances in technology, most food items are now sold pre-packed.

Food products often have a long journey from the initial manufacturer, until finally being eaten by the consumer. The aim of packaging includes:

- preventing physical damage, e.g. from knocking, shaking or crushing;
- preventing contamination from micro-organisms, pollution or vermin;
- protecting against dehydration or dampness;
- protecting the product's nutritional and sensory characteristics;
- keeping the product in peak condition;
- helping to increase a product's shelf life.

Packaging is also designed to be visually stimulating and provide information about the product.

Food labelling

Manufacturers include a range of information on food labels. Some of which is legally required and some of which is useful to the consumer or supermarket. Best-before and use-by dates are examples of information that is legally required.

Food Preparation

THE SUBJUNCTIVE

| | |
|---------------------------------|----------------------|
| Il faut que j'(y) aille | I have to go (there) |
| il faut que je fasse | I have to do/make |
| il faut que je sois | I have to be |
| il faut que je sorte | I have to go out |
| bien que je sois parti/e | even though I left |
| bien que j'aie fait | although I did |
| quoi que je fasse/dise | whatever I do/say |

Grade 7/8/9 STRUCTURES

SI IF ① si + present + future ② si + imperfect + conditional ③ si + pluperfect + past conditional

- ① si j'ai le temps, j'irai en ville if I have time, I'll go to town
 ② si j'avais l'argent, j'irais autour du monde if I had the money, I'd go round the world

| | |
|----------------------|--------------------|
| J'y irai | I'll go there |
| je les ai rencontrés | I met them |
| je voudrais le faire | I'd like to do it |
| je voudrais devenir | I'd like to become |

I THINK
selon moi,
d'après moi
à mon avis
je pense
je trouve
j'estime
je crois
à mon gré

EXPRESSIONS FOLLOWED BY THE INFINITIVE

| | |
|------------------------------------|---------------------------------|
| je viens de | I've just |
| je venais de | I had just |
| j'ai horreur (de marcher) | I hate (walking) |
| j'ai/avais l'intention de | I intend/ed to |
| j'ai/avais envie de | I fancy/fancied (really wanted) |
| j'ai/j'avais besoin de | I need/ed to |
| j'ai toujours voulu | I always wanted to |
| j'ai fait (réparer mon ordi) | I've had (my PC repaired) |
| je me suis fait couper les cheveux | I've had my hair cut |
| au lieu de (travailler) | instead of (working) |
| j'étais en train de (bavarder) | I was in the middle of |
| afin de(perfectionner) | in order to (improve) |
| avant de (partir) | before (leaving) |
| je m'efforce de | I strive hard to |
| il s'agit/s'agissait de | it's/it was about |
| je tiens à | I'm keen to |
| j'apprends/apprenais à | I learning/learnt to |
| je m'amuse à (bricoler) | I have fun (doing DIY) |
| j'espère (aller en fac) | I hope to (go to uni) |
| je compte/comptais (y aller) | I intend/ed (going there) |
| je préfère/j'aurais préféré | I prefer/I'd have preferred |

SENTENCES WITH 3 VERBS

J'aurais voulu y aller I would have liked to have gone
 j'espère pouvoir y aller I hope I can go
 on va pouvoir y aller we'll be able to go
 j'ai toujours rêvé d'y aller I've always dreamt of going there
 je vais pouvoir m'amuser I'm going to be able to have fun
 nous allons devoir faire (du travail) we're going to have to do (some work)
 j'aurais dû faire mes devoirs I should have done my homework

Aim for
9

J'ai profité du beau temps et...
I made the most of the good weather and ...

(je suis allé(e) au parc / à la plage etc)

PAST CONDITIONAL Conditional of avoir/être + past participle

| | |
|------------------------------|-------------------------------|
| J'aurais fait (mes devoirs) | I would have done (my hwk) |
| j'aurais dû (travailler) | I should have (worked) |
| j'aurais pu réussir | I could have succeeded/passed |
| je serais allé/e (en France) | I would have gone (to France) |
| je me serais dépêché/e | I would have hurried up |

Aiming for a 9 will help you do your very best and is the key to success!

afin que je puisse....so that I can

Example: A l'avenir, j'aimerais travailler en France afin que je puisse améliorer mon français et parce que j'adore la culture.

C'était le *noun* le plus *adjective* que j'aie jamais vu It was the most _____ that I have ever seen.

eg: C'était la chambre la plus confortable que j'aie jamais vu

Subjunctive!

Learn a few by heart to include in your writing and speaking!

| | |
|-------------------------|-------------------|
| il faut + INF (aller) | I/we have to (go) |
| je dois + INF (étudier) | I have (to study) |
| je devais + INF (voir) | I had to (see) |

| | |
|---------------------|----------------------|
| Je ne l'ai pas aimé | I didn't like it |
| j'en voulais pas | I didn't want any |
| je l'aurais fait | I would have done it |
| j'en voulais pas | I didn't want any |

Also see your *Aspire!* booklet for more higher level phrases.

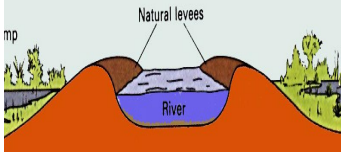
| | |
|----------------------|------------------------|
| je l'aimais beaucoup | I liked it |
| je les voulais | I wanted them |
| je voulais le voir | I wanted to see it/him |
| je l'aimais bien | I really liked it |
| je les ai vus | I saw them |
| j'en ai acheté | I bought some |

AFTER... avoir, être or m'être + past participle

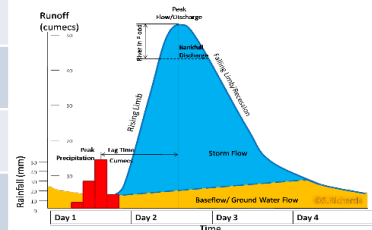
| | |
|---|----------------------------------|
| après avoir mangé, j'ai regardé la télé | after having eaten, I watched TV |
| après être arrivés, nous sommes allés | after arriving, we went |
| après m'être levé/e, je me suis lavé/e | after getting up, I had a wash |

| Water Cycle Key Terms | |
|---|--|
| Precipitation | Moisture falling from clouds as rain, snow or hail. |
| Interception | Vegetation prevent water reaching the ground. |
| Surface Runoff | Water flowing over surface of the land into rivers |
| Infiltration | Water absorbed into the soil from the ground. |
| Transpiration | Water lost through leaves of plants. |
| Physical and Human Causes of Flooding. | |
| Physical: Prolong & heavy rainfall Long periods of rain causes soil to become saturated leading runoff. | Physical: Geology Impermeable rocks causes surface runoff to increase river discharge. |
| Physical: Relief Steep-sided valleys channels water to flow quickly into rivers causing greater discharge. | Human: Land Use Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff. |

| Upper Course of a River |
|--|
| Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys. |

| Lower Course of a River | |
|--|---|
| Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited. | |
| Formation of Floodplains and levees |  |
| When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees. | |
| <ul style="list-style-type: none">✓ Nutrient rich soil makes it ideal for farming.✓ Flat land for building houses. | |
| River Management Schemes | |
| Soft Engineering | Hard Engineering |
| Afforestation – plant trees to soak up rainwater, reduces flood risk. Demountable Flood Barriers put in place when warning raised. Managed Flooding – naturally let areas flood, protect settlements. | Straightening Channel – increases velocity to remove flood water. Artificial Levees – heightens river so flood water is contained. Deepening or widening river to increase capacity for a flood. |

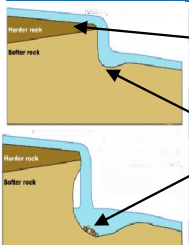
| Hydrographs and River Discharge |
|---|
| River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes over time in relation to rainfall |

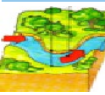


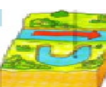
| | |
|--|---|
| 1. Peak discharge is the discharge in a period of time. |  |
| 2. Lag time is the delay between peak rainfall and peak discharge. | |
| 3. Rising limb is the increase in river discharge. | |
| 4. Falling limb is the decrease in river discharge to normal level. | |

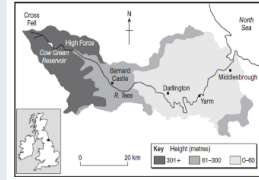
Physical Landscapes in the UK

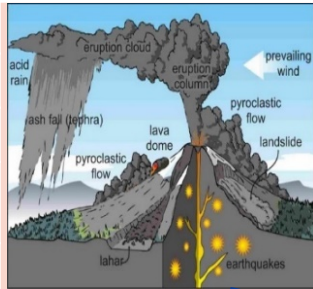
Unit 1c: Rivers

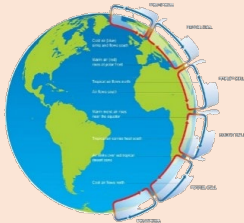


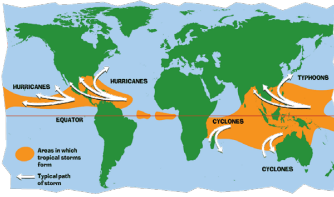



| Formation of a Waterfall | |
|---|--|
|  | 1) River flows over alternative types of rocks. |
| | 2) River erodes soft rock faster creating a step. |
| | 3) Further hydraulic action and abrasion form a plunge pool beneath. |
| | 4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion. |
| | 5) Waterfall retreats leaving steep sided gorge. |

| Middle Course of a River | |
|--|--|
| Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider. | |
| Formation of Ox-bow Lakes | |
| Step 1 | Step 2 |
|  |  |
| Step 3 | Step 4 |
|  |  |

| Case Study: The River Tees | |
|---|--|
| Location and Background Located in the North of England and flows 137km from the Pennines to the North Sea at Red Car. | |
| Geomorphic Processes Upper – Features include V-Shaped valley, rapids and waterfalls. Highforce Waterfall drops 21m and is made from harder Whinstone and softer limestone rocks. Gradually a gorge has been formed. Middle – Features include meanders and ox-bow lakes. The meander near Yarm encloses the town. Lower – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary. | |
|  | |
| Management - Towns such as Yarm and Middleborough are economically and socially important due to houses and jobs that are located there. - Dams and reservoirs in the upper course, controls river's flow during high & low rainfall. - Better flood warning systems, more flood zoning and river dredging reduces flooding. | |

| The structure of the Earth | | Volcanic Hazards | | Managing Volcanic Eruptions | | |
|----------------------------|---|--------------------------------|--|---|---|--|
| The Crust | Varies in thickness (5-70 km). Made up of giant slabs of rock called tectonic plates. Can be oceanic or continental. | Ash cloud | Small pieces of pulverised rock and glass which are thrown into the atmosphere. |  | Warning signs | Monitoring techniques |
| | | Gas | Sulphur dioxide, water vapour and carbon dioxide come out of the volcano. | | Small earthquakes are caused as magma rises up. | Seismometers are used to detect earthquakes. |
| The Mantle | Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state (magma) that is in a state of convection. | Lahar | A volcanic mudflow which usually runs down a valley side on the volcano. | | Temperatures around the volcano rise as activity increases. | Thermal imaging and satellite cameras can be used to detect heat within a volcano. |
| | | Pyroclastic flow | A fast moving cloud of super-heated gas and ash (up to 1000°C). They travel at up to 450mph down the side of the volcano | | When a volcano is close to erupting it starts to release gases. | Gas samples may be taken and chemical sensors used to measure sulphur levels. |
| The Inner and outer Core | Hottest section (5000 degrees +). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid. | Volcanic bomb | A thick (viscous) lava fragment that is ejected from the volcano. | | Preparation | |
| Convection Currents | | LIC -CS: Haiti Earthquake 2010 | | Creating an exclusion zone around the volcano. | | Being ready and able to evacuate residents. |
| | | | | Having an emergency supply of basic provisions, such as food | | Trained emergency services and a good communication system. |
| | | | | Earthquake Management | | |
| | | | | PREDICTING | | |
| | | | | Methods include: | | |
| | | | | <ul style="list-style-type: none">Satellite surveying (tracks changes in the earth's surface)Laser reflector (surveys movement across fault lines)Radon gas sensor (radon gas is released when plates move so this finds that)Seismometer measures vibrations or shaking in the crust.Water table level (water levels fluctuate before an earthquake).Scientists also use seismic records to predict when the next event will occur. | | |
| | | | | PROTECTION | | |
| | | | | You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage: | | |
| | | | | <ul style="list-style-type: none">Building earthquake-resistant buildingsRaising public awareness through educationImproving earthquake prediction | | |
| | | | | HIC - CS: Eyjafjallajökull (E15) Eruption, Iceland 2010 | | |
| | | | | Causes | | |
| | | | | The North-American and Eurasian plates move apart on a constructive plate boundary. | | |
| | | | | The disruption caused by Eyjafjallajökull was the result of a series of small volcanic eruptions from March to October. | | |
| | | | | Effects | | |
| | | | | The thick ice cap melted which caused major flooding. | | |
| | | | | No reported deaths. | | |
| | | | | Airspace closed across Europe, with at least 17,000 flights cancelled | | |
| | | | | Cost insurers £65m in cancelled flights. | | |
| | | | | Management | | |
| | | | | Iceland had a good warning system with texts being sent to residents within 30 minutes. | | |
| | | | | Large sections of European airspace were closed down due ash spread over the continent. | | |
| | | | | Airlines developed ash monitoring equipment. | | |

| Global pattern of air circulation | | | Changing pattern of Tropical Storms | | Extreme weather in the UK Case Study: Somerset Levels floods |
|---|--|---|--|--|---|
| Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth. | | | Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures. | | Causes - Wettest January since 1910 & a series of depressions from the Atlantic ocean brought several weeks of very wet weather. The low lying farmland of the levels & 350mm or rain in January and February led to extensive flooding. |
| Hadley cell | Largest cell which extends from the Equator to between 30° to 40° north & south. |  | Management of Tropical Storms | |   |
| Ferrel cell | Middle cell where air flows poleward between 60° & 70° latitude. | | Protection Preparing for a tropical storm may involve construction projects such as sea walls that will improve protection. | Aid Aid involves assisting after the storm, commonly in LIC's. | |
| Polar cell | Smallest & weakest cell that occurs from the poles to the Ferrel cell. | | Development The scale of the impacts depends on whether the country has the resources to cope with the storm. | Planning Involves getting people and the emergency services ready to deal with the impacts. | |
| Distribution of Tropical Storms. | | High and Low Pressure | | | What is Climate Change? |
| They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator. | | Low Pressure Caused by hot air rising. Causes stormy, cloudy weather. | Prediction Constant monitoring by satellites can help to give advanced warning of a TS | Education Teaching people about what to do in a tropical storm. | Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years. |
|  | | High Pressure Caused by cold air sinking. Causes clear and calm weather. | Primary Effects of Tropical Storms | | Recent Evidence for climate change. |
| | |  | <ul style="list-style-type: none"> The intense winds of tropical storms can destroy whole communities, buildings and communication networks. As well as their own destructive energy, the winds can generate abnormally high waves called storm surges. Sometimes the most destructive elements of a storm are these subsequent high seas and flooding they cause to coastal areas. | | Global temperature Average global temperatures have increased by more than 0.6°C since 1950. |
| Formation of Tropical Storms | | | Secondary Effects of Tropical Storms | | Ice sheets & glaciers Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years. |
| 1 | The sun's rays heats large areas of ocean in the summer and autumn. This causes warm, moist air to rise over the particular spots | | <ul style="list-style-type: none"> People are left homeless, which can cause distress, poverty and ill health due to lack of shelter. Shortage of clean water and lack of proper sanitation makes it easier for diseases to spread. Businesses are damaged or destroyed causing unemployment. Shortage of food as crops are damaged. | | Sea Level Change Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion. |
| 2 | Once the ocean temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds. | | Case Study: Typhoon Haiyan 2013 | | Enhanced Greenhouse Effect |
| 3 | With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin. | | Causes Started as a tropical depression on 2 nd November 2013 and gained strength. Became a Category 5 "super typhoon" and made landfall on the Pacific islands of the Philippines. | | Recently there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing less to be reflected. As a result, the Earth is becoming warmer. |
| 4 | When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born. | | Effects | | Evidence of natural change |
| 5 | With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear conditions called the eye of the storm. | | Management | | Orbital Changes Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it. |
| 6 | When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'. | | <ul style="list-style-type: none"> Almost 6,500 deaths. 130,000 homes destroyed. Water and sewage systems destroyed which caused diseases. Emotional grief for dead. | | Sun Spots Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun. |
| | | | | | Volcanic Eruptions Volcanoes release large amounts of dust containing gases. These can block sunlight and results in cooler temperatures. |
| | | | | | Managing Climate Change |
| | | | | | Carbon Capture This involves new technology designed to reduce climate change. |
| | | | | | Planting Trees Planting trees increases the amount of carbon absorbed from the atmosphere. |
| | | | | | International Agreements Countries aim to cut emissions by signing international deals and by setting targets. |
| | | | | | Renewable Energy Replacing fossil fuels with clean/natural sources of energy like wind or solar |

Paper 2: Period study and British depth study: Superpower relations and the Cold War, 1941–91 & Henry VIII and his ministers, 1509–40 (40% of the qualification)

Henry VIII and his ministers, 1509–40

Key topic 1: Henry VIII and Wolsey, 1509–29

1 Henry VIII, Renaissance Prince

- England in 1509: society and government. The young Henry and his accession to the throne.
- Henry's character and views on sovereignty and monarchy. His personal style of government.
- Strengths, weaknesses and aims as monarch.

2 The rise of Wolsey and his policies

- Reasons for Wolsey's rise to power. His personality, roles and wealth.
- Wolsey's reforms: enclosures, finance and justice. The Eltham Ordinances.
- Reasons for and reactions to the Amicable Grant.

3 Wolsey's foreign policy

- Aims of Wolsey's foreign policy.
- Successes and failures, including relations with France and the Holy Roman Empire, the Treaty of London (1518), the 'Field of the Cloth of Gold' (1520) and increasing difficulties in the 1520s.

4 Wolsey,

Catherine, the succession and annulment

- Catherine of Aragon and the succession.
- Henry's reasons for and attempts to gain an annulment. Opposition to the annulment, including the role of Pope Clement VII.
- Reasons for Wolsey's fall from power, including the failure of the divorce proceedings in London, 1529. The influence of the Boleyns.

Key topic 2: Henry VIII and Cromwell, 1529–40

1 Cromwell's rise to power, 1529–34

- Personality and early career, including service to Wolsey, election as MP and eventual membership of the Royal Council.
- Handling of the king's annulment and influence over Henry. Role as the king's Chief Minister.

2 Cromwell, and the king's marriages

- Reasons for the fall of Anne Boleyn, including the role of Cromwell.
- Jane Seymour: marriage, heir and death. The influence of the Seymours.

3 Cromwell and government, 1534–40

- Reform of government and royal finance.
- The management and use of parliament.

The fall of Cromwell

- The significance of Henry's marriage to Anne of Cleves.
- Reasons for Cromwell's fall from power in 1540, including the influence of the Duke of Norfolk.

Key topic 3: The Reformation and its impact, 1529–40

1 The break with Rome

- Henry as 'Defender of the Faith'. Reasons for Henry's campaign against the Pope and the Catholic Church, 1529–33.
- The significance of the Act of Succession and the Act of Supremacy 1534. Cromwell's role in their enforcement, including the use of oaths and treason laws.

2 Opposition to, and impact of, Reformation, 1534–40

- Elizabeth Barton (the Nun of Kent) and John Fisher.
- The significance of opposition from Thomas More.
- Impact of the Reformation on the English Church, including the work of Thomas Cranmer and the influence of Thomas Cromwell.

3 The dissolution of the monasteries

- The role of religious houses in local communities.
- Reasons for the dissolutions, including the findings of Cromwell's commissions of 1535.
- The impact of the dissolutions. Beneficiaries and losers.

The Pilgrimage of Grace, 1536

- Reasons for the uprising.
- Key events of the uprising, including rebellions in Lincolnshire and Yorkshire and the roles of Robert Aske and the Duke of Norfolk.
- Reasons for the failure of the Pilgrimage of Grace and the significance of the uprising.

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| 1509 – Henry VIII becomes King |
| 1513 – Battle of Spurs |
| 1515 – Thomas Wolsey becomes Lord Chancellor |
| 1517 – Wolsey sets up enquiry into Enclosure |
| 1518 - Treaty of London |
| 1520 – Field of Cloth of Gold |
| 1522-25 – War with France |
| 1525 – Amicable Grant |
| 1526 – Eltham Ordinances |
| 1527 – Henry decides he wants to divorce Catherine of Aragon |
| 1528 – Henry declares war on Charles V |
| 1530 – Wolsey's downfall & death |

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|-------------------|--|
| Divine Right | Belief Kings such as Henry VIII were given job by God. |
| Royal Progress | Royal tour of kingdom to be seen & admired by people. |
| Royal Household | Nobles & servants that provided king with food. Clothing & guidance. Played important role in government. |
| Privy Chamber | Part of Royal Household, made up of king's closest noble friends. Looked after his personal needs and provided entertainment. Headed by Groom of Stool (wiped Kings bottom). |
| Royal Almoner | In charge of giving charity to poor |
| Papal Legate | Pope's representative in foreign country |
| Alter Rex | Nickname given to Wolsey meaning second king |
| Cardinal | Senior leader in Catholic church |
| Lord Chancellor | Most important job in government after King. Main adviser to King. Job given to Wolsey. |
| Star Chamber | Special court used by Wolsey, originally set up by Henry VII. |
| Enclosure | The rich fencing off farm land, this disadvantages the poor. |
| Amicable Grant | Tax introduced by Wolsey to raise money to fund war with France. |
| Habsburg | Dynasty of Charles I of Spain |
| Holy Roman Empire | Collection of 400 states each ruled over by a prince or duke. Today's Germany. Holy Roman Emperor ruled over all. |
| Treaty | An agreement/pact |
| Trade embargo | To stop trade with |
| Consummated | To validate a relationship/marriage through sex. |
| Regent | Person who governs kingdom in King's absence. |
| Annulment | Legal term declaring that a marriage never existed |
| Praemunire | treason by member of clergy as a result of working in interests of pope not King |
| Leviticus | Passage in the bible that made Henry think he was being punished by God for marrying his brother's wife |
| Deuteronomy | Passage used by Catherine of Aragon from Bible that said that if a woman lost her husband she should ONLY marry her husband's brother. |

Henry VIII & His Ministers Knowledge Organiser 1. Chapter 1 HVIII & Wolsey, 1509-29. 1.3 Wolsey's Foreign Policy. 1.4 Wolsey, Catherine, the succession and annulment.

Key Events

1. Henry VIII Renaissance prince

- Henry became King aged 18 - elder brother Arthur died of TB in 1503. Henry marries Arthur's wife, Catherine of Aragon.
- Character – Prioritised pleasure. Deeply religious, big ego & stubborn. Believed in divine right. Didn't like administration. Wanted to be a great Renaissance monarch. Inspiration was King Arthur.
- Relied on Royal Council and Privy Chamber for advice. Relied on chief minister – Wolsey.
- Strengths – Popular, England rich, connections with Spain, experienced advisers, ambition.
- Weaknesses – Little experience, more interested in pleasure, wanted to go to war, ego.
- Aims – Wanted to dictate policies, victories in battle, magnificent royal court, perform duties of a monarch – law and order, Church and have an heir.

2. The rise of Wolsey & his policies

- Thomas Wolsey was the son of a butcher from Ipswich who graduated from Oxford University aged 15. He became one of England's most important churchmen (archbishop of York, Cardinal & Papal Legate) & Lord Chancellor.
- Sticking up for the poor - Wolsey held 260 court cases against enclosure (In 1523 they were stopped by angry landowners).
- Amicable Grant - charged priests 1/3 of their income & ordinary people 1/6. Not approved by parliament. They had 10 weeks to find the money. 10,000 men in Suffolk rebelled.
- Cutting expenses - Eltham Ordinances got rid of sick or unnecessary servants, cut expenses for food/drink, meals were served at set times, privy chamber was cut from 12 to 6 men. Wolsey did this to remove opponents.

3. Wolsey's foreign policy

- The Battle of Spurs was won by the British against the French, Henry captured Tournai & Therouanne.
- Francis I was King of France from 1515. Charles I was King of Spain from 1516.
- Field of cloth of Gold (Calais) – Meeting between Francis I and Henry VIII. Purpose was to try to prevent war but form alliance in case of war. No expense spared - feasting and jousting. Wrestling match between two kings hurt Henry's pride. Failure - No decisions, relations with France didn't improve, Spain suspicious. Success – Brought Henry honour & prestige.
- France declared war on Spain in 1521. England sided with Spain. An attack on Paris was agreed with 11,000 troops & support of Duke of Bourbon. Charles did not send reinforcements leading to retreat.
- Battle of Pavia - Charles took Francis hostage. Charles had used Henry's troops to distract Francis. Henry not treated as equal and spent £430,000.
- 1528 – Henry changes sides & declares war on Spain. No English troops were sent. Wolsey's trade embargo on the Netherlands called off after English cloth workers protest.
- Charles defeated the French at the Battle of Landriano in northern Italy, Charles had power over the pope.
- Treaty of Cambrai was a peace treaty between Francis and Charles in 1529. Wolsey was not invited to peace negotiations.

4. Wolsey, Catherine, the succession and the annulment

- Anne Boleyn - Henry in love. Catherine of Aragon - Henry's wife. Had been married to Arthur, she claimed marriage hadn't been consummated. Catherine had lost 5 babies. Mary survived. Henry wanted a male heir and an annulment. Believed God was punishing him for marrying his brother's wife. – proof was in Leviticus. Thought fault wasn't with him as had an illegitimate son, Henry Fitzroy.
- Wolsey tried to pressure the pope for a divorce but he was under the control of Charles so this was not allowed, Wolsey tried to use Leviticus but Catherine used Deuteronomy in retaliation. Wolsey tried to claim the pair were not technically married but Catherine founded a Spanish worded version of the marriage certificate. Henry tried to persuade Catherine to become a nun. He then threatened to take Mary away or accuse her of treason. Finally Wolsey tried to persuade the pope to allow the divorce case to happen in England, the pope sent Cardinal Campegio to Black Friars court in June 1529. Cardinal Campegio did everything by the book and was under orders from the pope not to reach a final verdict. A decision was not made.
- Wolsey is stripped of his position & possessions and exiled to York. He is charged with praemunire in 1530 but dies on the journey to trial.

Key topic 2: Henry VIII & Cromwell

Key Facts

1. Cromwell's rise to power 1529-34

- Cromwell - born in Putney, the son of a blacksmith.
- Cromwell serves in French army, works for Italian banker and becomes cloth merchant in Belgium. Sets up legal practice in London when he returns.
- Started working for Wolsey in 1519 & is his most trusted advisor by 1529. Both self made men.
- Took on high profile legal cases in the Star Chamber and delivered news to Henry. Became MP in 1523.
- Loyal - Used his position to speak in Wolsey's defence.
- Cromwell works on annulment & provides solution: remove power to grant annulment from pope to parliament.
- In March 1533 the Act in Restraint of Appeals was passed. All of the Pope's powers now belonged to Henry, giving himself power to grant the annulment. As a result, marriage to Catherine invalid & secret marriage to Anne Boleyn legal.

2. Cromwell & the Kings marriages

Reasons for downfall of Anne Boleyn include:

- **Henry's desire for a son** – Only a daughter Elizabeth. Henry desperate for an heir – nearly died after jousting accident and now 45.
- **Anne's personality**: Assertive personality becoming irritating.
- **Jane Seymour**: Her motto is 'bound to obey and serve'. Henry in love.
- **Anne's suspected adultery**: Mark Smeaton a court musician is arrested probably tortured at Cromwell's house. He confessed to having an affair with Anne. Anne was charged with 5 cases of adultery & treason. The other men included: Sir Francis Weston (Privy Chamber), Sir Henry Norris (Groom of the Stool), Sir William Bereton (Privy Chamber) and George Boleyn (Anne's brother – also a member of Privy Chamber).
- **Cromwell's role**: Cromwell built up the adultery case, used Anne's ladies in waiting as spies & got them to report back. Anne and Cromwell had disagreed on foreign policy but both Protestant. Orders came from Henry.

Marriage to Jane Seymour:

The swiftness of the marriage to Jane shows Henry's desperation for an heir, especially after death of Henry Fitzroy.

Jane gives birth to a son, Edward in Oct 1537 but dies. Henry mourns her death and does not remarry for 2 years.

Jane was obedient, she did not challenge the King often. All the Seymours remained in important positions even after Jane died.

Edward Seymour, Jane's brother was made Earl of Hertford 3 days after Edward was born and became a leading advisor to Henry.

Key Words

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|------------------------------------|---|
| Royal Council | A group of advisors chosen by the King and selected mainly from the nobility & Church. They provided guidance on policy as well as handling routine matters of the state (country). |
| Star Chamber | Special court (of law) originally set up by Henry VII |
| Chief Minister | Henry's main advisor – he was given this position in 1536 whilst dealing with the annulment case. Unlike Wolsey however Cromwell was never given the title Lord Chancellor. |
| Act in Restraint of Appeals | Act that would give Henry the divorce from Catherine of Aragon. It said England was an Empire and so could not be ruled by a foreign power which included the pope. This meant Henry (the King/Queen) ruled every aspect of his kingdom. He could therefore grant himself the annulment |
| Adultery | Cheating on your husband/wife – having a relationship outside of marriage. |
| Treason | Betraying the King. |
| Succession Act | Law allowing Henry to appoint any successor at any time |
| Bureaucracy | Splitting/delegating government work into different departments |
| Personal monarchy | Where the King rules – makes laws with advisors |
| heresy | Having religious beliefs different to that of the King. |

Key Events

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| 1519 – Cromwell becomes a member of Wolsey's council |
| 1523 – Cromwell becomes MP |
| 1531 – Cromwell is appointed to Henry's Royal Council, he starts working on the annulment case. |
| 25 th Jan 1533 – Archbishop Thomas Cranmer secretly marries Henry VIII & Anne Boleyn as Anne is pregnant. Henry is still married to Catherine of Aragon at this point. Thomas Cromwell becomes chief minister after Thomas More steps down as Lord Chancellor claiming that he is too ill (in actual fact he disagrees with the divorce). |
| March 1533 Act of Restraint of Appeals passed. |
| May 1533 – annulment to Catherine of Aragon |
| Sept 1533 – Anne Boleyn has a daughter Elizabeth |
| 1536 - Act of Union Wales now part of England. Court of Augmentations introduced by Cromwell. |
| Jan 1536 – Catherine of Aragon dies (7 th) later that month Henry has jousting accident – 29 th Jan Anne Boleyn suffers another miscarriage. |
| 24 th April 1536 – Cromwell begins investigating Anne's suspected adultery |
| 30 th April 1536 – Mark Smeaton arrested |
| 2 nd May 1536 – Anne Boleyn arrested and sent to Tower of London |
| 17 th May 1536 – Marriage to Anne Boleyn is annulled + Princess Elizabeth is made illegitimate losing her claim to the throne. |
| 19 th May 1536 – Anne Boleyn is executed. |
| 30 th May 1536 – Henry VIII marries Jane Seymour |
| 12 th Oct 1537 – Jane gives birth to Edward, she dies 2 weeks later. |
| December 1539 – Henry first meets Anne of Cleves |
| 1540 – Cromwell made Earl of Essex – he is now a noble |
| 6 th Jan 1540 - Henry VIII marries Anne of Cleves |
| Spring 1540 – Henry falls in love with Catherine Howard |
| 9 th July 1540 – Marriage to Anne of Cleves is annulled |
| 10 th July 1540 – Thomas Cromwell is arrested for treason & heresy |
| 28 th July 1540 – Thomas Cromwell is executed and Henry marries Catherine Howard. |

Reasons for downfall & execution of Cromwell:

- Cromwell is blamed for the failure of the marriage to Anne of Cleves
- Religious reasons: Cromwell was protestant & Henry was still Catholic at heart despite the break from Rome.
- Duke of Norfolk (Thomas Howard): hated Cromwell due to his low status, was jealous of his position. Uses his niece Catherine Howard to spread rumours that Cromwell is delaying the annulment to Anne of Cleves. He also spreads rumours that Cromwell is trying to make the country protestant. Both untrue. Cromwell was arrested and charged with treason & heresy.
- Act of Attainder was passed which condemned Cromwell to death without giving him a chance to prove his innocence in court.

3. Cromwell & the government 1534-40

- Royal Council – group that advised the king – had 100 members although few turned up to meetings, decisions were not recorded, it was dominated by one man (Wolsey/Cromwell), there were no rules about how it should be run. Cromwell simplified this & made it the Privy Council. Reduced it to 20 members, lawyers and professional advisers so no one person would dominate and all were trained + a clerk to record decisions.
- The Act of Union (1536) brought Wales under the control of England. North of England also brought under stricter control.
- King's chamber – dealt with money, were based in the Royal Household, weren't keeping a close enough eye on money, this task bored Henry, accounts were not properly checked and more money was coming in due to the dissolution of the monasteries. Cromwell created: Court of Augmentations: dealt with money from monasteries. Court of First fruits and Tenths – collected tax from clergy that had previously been sent to pope.
- Parliament – Only 203 acts were passed by parliament between 1509-1531 mainly to approve taxes. Between 1532 – 1540 333 Acts were passed & parliament met more frequently. Cromwell makes parliament a partner in government.

4. The fall of Cromwell

Henry's marriage to Anne of Cleves: Reasons for marriage:

- Wants another son
- Alliance with Cleves - Pope encouraging countries to invade England .France & Spain created an alliance against England – fears that they would launch Catholic crusade. Spies report fleets of ships gathering.
- Cromwell's encouragement - as a foreigner she lacks connections to English noble families. Cromwell fears attack on himself. Also thinks he can make religious changes without the interference of a Catholic queen.

Reasons for annulment:

- Anne's looks - When Henry first meets Anne he states 'I like her not! I like her not!'. The wedding was postponed for 2 days as Henry tried to get out of it. Henry unable to consummate marriage.
- Anne did not fit into court life.
- Henry had now fallen in love with Catherine Howard, lady in waiting to Anne of Cleves.
- Alliance with Cleves was no longer needed as Spain & France had fallen out .
- Henry finds evidence to prove that Anne of Cleves was previously engaged to the Duke of Lorraine.
- The marriage is annulled and Anne becomes 'the King's sister'.

Key Facts

Key topic 3: The Reformation & its impact

1. The Break with Rome

Henry was given the title Defender of the Faith by the Pope due to a book that he wrote defending the Catholic faith against Protestantism.

Reasons for Break with Rome:

- Son: Wanted annulment from marriage to Catherine of Aragon.
- Money: Catholic monasteries were rich; they owned 1/6 of the land in England.
- Anti-Clericalism: Immorality of clergy, e.g. Richard Hunne case..
- New Protestant ideas: Anne Boleyn & Thomas Cromwell were Protestant. Henry read the book written by an English Protestant William Tyndale called 'the Obedience of the Christian Man' which said that God always wanted the church to be ruled by kings not the Pope – appealed to Henry.
- **Act of Supremacy 1534:** Made Henry in charge of the Church in England not the pope.
- **Act of Succession 1534:** Made Anne Boleyn queen and her children next in line to throne.
- **Oath of Succession:** Forced people to promise to agree with Acts and not oppose – created by Cromwell
- **Treason Act:** Punishments for those who betray/go against the King over issues relating to the divorce.

2 Opposition to and impact of the Reformation 1534-40

Thomas More (leading scholar): In 1532 he resigned as Lord Chancellor, he did this because he did not agree with Henry's wish to divorce Catherine & break from Rome. Didn't want to oppose the King so he said that he was ill. More wanted to retire and remain silent.

Henry believed if a person did not support him, they were against him. More was asked to take the Oath of Succession in April 1534. More refused & was sent to the tower of London. Stayed silent for a whole year, but was put on trial in July 1535 and was charged & executed under the Treason Act.

Elizabeth Barton (the Nun of Kent): claimed the Virgin Mary had appeared in a vision & cured her. She attacked Henry's plans to divorce Catherine of Aragon and Protestant ideas. Encouraged burning English Bibles and remaining loyal to the Pope. Warned that if he married Anne Boleyn he would die a villain's death within a month. As she had the potential to inspire people to oppose his religious changes. She was arrested, sent to the Tower of London & interrogated. All 700 copies of the Nun's Book are seized & destroyed and she was forced to confess that her visions were all lies. April 1534 - executed for treason.

John Fisher: Henry's tutor when he was young and Bishop of Rochester. Against annulment and Break from Rome. Believes Pope's powers are God-given and spoke out about this. Arrested and fined but does not give in. Secretly asked Charles V of Spain to invade England (no reply)

-refused to take Oath of Succession in April 1534. Sent to the Tower of London and executed for treason in June 1535 after being made a Cardinal by the Pope.

Impact of the Reformation on the English Church:

October 1533: Henry makes Thomas Cranmer the Archbishop of Canterbury. Cranmer believed that what the church preached should be based purely on the teachings of the Bible. Cranmer was flexible in his views to please the King, he allowed Protestants to be burned to death even though he had similar beliefs to them.

1534-1535: Despite breaking from Rome, Henry was still a Catholic and opposed many aspects of Protestantism. He only liked the Protestant aspects that suited him.

July 1536: Henry allows Cromwell and Cranmer to pass the **Act of Ten Articles**. This said that people should only believe in three of the seven sacraments (baptism, Eucharist and penance – confession) this was a move towards Protestantism; Protestants believed in 3 sacraments, Catholics believed in 7.

August 1536: Henry allowed Cromwell to force the clergy to speak in favour of the Royal Supremacy & Ten Articles.

July 1537: The Bishop Book is published in England. This book said that the 4 Catholic sacraments (confirmation, helping the sick, holy orders and marriage) were **still valid but less important** than the other 3 Protestant sacraments (Eucharist, baptism, reconciliation). It said the main duty of a priest was preaching.

1538: Henry decided that religious reform (change) had gone too far. He decided to return to traditional Catholic values. Protestant priest John Lambert burnt to death for denying transubstantiation.

September 1538: Cromwell and Cranmer persuaded Henry to ensure that an English Bible would be placed in all churches within 2 years. Priests had to actively discourage pilgrimages and religious images, statues and relics were to be removed from churches. St Thomas Becket's shrine destroyed.

1539: Henry published the **Six Articles**, which were a clear statement of Catholic doctrine.

3. The dissolution of the monasteries

1509 - 800 monasteries & 8000 monks & 2000 nuns. They provided: Education, shelter for travellers, advice to the King, food and help for the poor.

Treatment for the sick. Copied important manuscripts & prayed for the souls of the dead.

They were closed due to:

Money: Monasteries v. wealthy – owned 1/3 of land

Some had incomes of £1000 per yr – richer than some nobles

Henry did survey into their wealth called Valor Ecclesiasticus

- Survey showed – total income of £160,000 per yr

3x that of Royal Estates

Henry needed money for: 1) wars 2) defence 3) Avoiding unpopular taxes 4) Land as gifts to nobles to get their support.

Loyalty: Resistance over break with Rome. Not that important as most monks & nuns swore the Oath of Succession. 18 monks did not swear Oath of Succession & were executed as a warning.

Cromwell's commissions: Henry's main reason for closing the monasteries was for the money. Publically his reason was that the monks/nuns were immoral & unholy. Visitation ran by Cromwell. Legh & Layton – 2 main inspectors. Findings written up in *Compendium Compertorum*. Report said hundreds of monks had admitted to taking part in homosexual practices. Others had mistresses Nuns reported to have had children. Report did not give reliable accurate evidence.

Process of dissolution:

Monasteries were destroyed in 2 stages. 300 smaller monasteries were destroyed first. Royal commissioners were then given the job of overseeing the closures. Larger monasteries closed from 1537 this time they were 'invited' to surrender their houses to the King as a gift.

Winners – protestants, Henry VIII, Noblemen, gentry less wealthy merchants and lawyers who bought up land for cheap.

Losers – monks & nuns. Poor & sick who depended on monasteries. Farmers who saw rents rise after dissolution.

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| July 1533 - Henry had John Frith burned at the stake for denying transubstantiation (the Catholic belief that the bread and wine is the body and blood of Christ). |
| October 1533 - Henry makes Thomas Cranmer the Archbishop of Canterbury. |
| 23 rd Nov 1533 - Elizabeth Barton executed for treason along with Bocking. |
| 1534 – Act of Succession & Act of Supremacy passed. Oath of Succession & Treason Act passed due to work of Cromwell. |
| 1535 - Valor Ecclesiasticus carried out + Cromwell's commissions start looking into the morality of the priests/monks/nuns in monasteries |
| June 1535 - John Fisher executed for treason |
| July 1535 - Thomas More was charged & executed under the Treason Act. |
| March 1536 – Parliament passes the first Act of Dissolution of the Monasteries – begins their destruction |
| July 1536 - Act of Ten Articles passed This said that people should only believe in three of the seven sacraments (baptism, Eucharist and penance – confession). |
| 2 nd October 1536 - Lincolnshire & Yorkshire rebellions start |
| 11 th October 1536 – Lincolnshire rebellion ends |
| 27 th October 1536 - Yorkshire pilgrims meet Norfolk at Doncaster bridge |
| 6 th December 1536 - Aske accepts Henry's promise of a pardon and a visit from parliament |
| January 1537 - Yorkshire rebels try to reignite rebellion after Henry fails to give them what they wanted |
| July 1537 - The Bishop Book is published in England |
| 1539 - Six Articles published |

4. The Pilgrimage of Grace 1536

Reasons for uprising

Religious reasons: North of England traditionally Catholic & saw closing monasteries as attack on religion.

Economic factors: subsidy tax collected in 1536 despite there been a war. Poor harvests in 1535 & 36. Rising rents on land.

Social factors: closure of monasteries meant no more healing for sick, help for poor, refuge for travellers.

Political factors: northern nobles felt Cromwell had too much influence.

Lincolnshire rebellion: Captain Cobbler started the uprising, 3000 people joined him. Chancellor of the Bishop of Lincoln was murdered by mob. 10,000 rebels march on Lincoln. Henry does not negotiate & threatens rebels with extreme punishment. Gentry back down as they do not want to be punished as traitors. Rebellion ends.

Yorkshire rebellion

40,000 men had formed nine armies. Each was led by member of nobility. The main leader was Robert Aske. Took over most of country above the River Don (South Yorkshire). York & Hull & Pontefract Castle fell. Thomas Howard the Duke of Norfolk in command of Henry's forces and chose to negotiate with them. The two sides met on Doncaster Bridge on 27th October. 30,000 pilgrims along the river bank. Norfolk only had 8,000 troops. Aske and the other captains put together the Pontefract Articles (24 demands). On 6th December 40 pilgrims led by Aske met Howard in Doncaster. They accepted Henry's offer of a pardon and a visit from parliament. They also got Howard to promise that no more monasteries would be closed until the new parliament had met. Aske felt like he had won and disbanded the Pilgrim Army. Henry was the true winner. He had no intention to keep his promises. When minor revolt starts again in January 1537 178 leaders of Pilgrimage of Grace executed. Aske hung in York.

Reasons for failure: Aske trusted king. Aske was naïve in thinking that Henry would give in to rebels – this would make Henry look weak.

Reasons for significance: Largest uprising of Tudor period. Showed a significant no. of people disagreed with policy. Pilgrims did put Henry into an insecure position. Pilgrims were well armed and led. If they'd fought they could have won.

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|-------------------------------|---|
| Break with Rome | When Henry VIII decides to break away/leave the Catholic church. |
| Reformation | The change (reform) in religion in England from Catholic to Protestant. |
| clergy | Men/women that work for the church – monks, nuns etc. |
| Protestant | Christian religion started by Martin Luther in 1517, alternative to Catholicism. It was a 'protest' against it. |
| Sacraments | Special church ceremonies/services – such as Eucharist (last supper), reconciliation (forgiveness for sin). |
| Celibate/chaste | Cannot marry or have sex |
| Transubstantiation | Idea believed by Catholics (not protestants) that the wine & bread are LITERALLY the body and blood of Christ. Protestants believe the wine & bread are just a REPRESENTATION of Jesus' body & blood. |
| pilgrimages | Holy journeys |
| Holy relics | Holy objects thought to have special powers – a fragment of the holy cross. These can be touched & prayed next to. Only Catholics believe in them. |
| Indulgences | Were bought from the priest by Catholics to gain forgiveness for sins. |
| Martyr | someone who is prepared to die for their beliefs |
| Royal Supremacy | Henry been head of the church |
| Valor Ecclesiasticus | Survey of monasteries to determine their wealth |
| monastery | Religious house (abbey Tudor term) |
| dissolution | To dissolve/ bring down/destroy |
| Morality | behaviour |
| visitations | Name given to inspections of monasteries by Cromwell |
| Compendium Compertorum | Name given to report that gave Cromwell's findings following his visitations/commissions into monasteries |
| Subsidy tax | Tax collected for war |
| Statute of Uses | Inheritance tax |
| pilgrims | Name for rebels who called themselves pilgrims or Christ's soldiers. |
| Pontefract Articles | 24 demands of Yorkshire rebels |

Health and Social Care

Key content

| | explanation | Extra notes |
|-----------------|---|--|
| Confidentiality | <i>Confidentiality</i> is the ability to ensure that private and personal information is kept safe and cannot be accessed by other people, except on a ' <i>need-to-know</i> ' basis, when other care workers need to know as it will affect the care given. Information about service users should not be <i>disclosed</i> without the service users permission. | When can you break confidentiality? <ol style="list-style-type: none"> 1. There is a need to know basis with other colleagues 2. When the service user is at risk of harming themselves (eg suicide) 3. Protection of an individual from abuse /harm 4. When the service user is at risk of harming others (mental health) 5. When there is risk that there will be a serious crime (drug dealing) |
| Rights | You have a right to: <ol style="list-style-type: none"> 1. have choice (e.g. joining in activities, food options, GP) 2. have confidentiality (e.g. having personal notes stored securely, not being spoken about so others can hear) 3. have protection (e.g. from abuse, from harm) 4. have equal and fair treatment (e.g. being treated for the needs the individual has) 5. have a consultation (e.g. what type of care the individual would like if it were possible, views being sought). | <u>Why is it important to maintain individuals rights?</u> <ol style="list-style-type: none"> 1. Feel valued 2. Raise self esteem 3. Empower and give them control over their lives 4. Instil confidence and trust in care services and care workers 5. Feel safe 6. Provide equability of access to services and treatments 7. Ensure individual needs are met. |
| Legislation | The Equality Act - <i>protects individuals from unfair treatment and promotes a fair and more equal society.</i> Health and Safety at Work Act 1974 provides the legal framework to promote, stimulate and encourage high standards of health and safety in places of work. It protects employees and the public from work activities | The Data Protection Act 1998 (DPA) CONTROLS how PERSONAL information relating to living people is DEALT with. It lays down detailed conditions for the PROCESSING of personal data. Children Act 2004 To protect children at risk |

Key vocab

R021 Essential values of Care

| Word | Definition |
|----------------|--|
| Choice | This means you decide what and if you would like to do something |
| Confidentially | To keep all personal documents / information to themselves unless it is a harm to you or others around them |
| abuse | There are lots of different types of abuse such as physical abuse, sexual abuse, emotional abuse, neglect, discriminatory, institutional. These forms of abuse can apply to children, older adults, vulnerable adults – everybody! |
| Equality | It is where everybody is equal no matter what. |
| Consultation | Means that you have a meeting with a consultant that specializes in your illness, for example. You may discuss options of medication or rehabilitation. |
| Diversity | Recognising and valuing differences such as faith, ethnicity and customs |
| Rights | Principles that all are entitled to protected by law |
| Disclosure | means passing on personal information that has been given by a service user in confidence and which was considered to be a secret between the service user and the care worker |

More info can be found here: Cambridge Nationals Health and Social Care text book

Creative iMedia Pre-Production

| Primary or secondary source? | |
|---|---|
| 1. Autobiography - Primary | Primary sources: the information is obtained first hand from an original source. |
| 2. News broadcast - Secondary | |
| 3. Interview - Primary | |
| 4. Diary - Primary | |
| 5. Magazine article - Secondary | Secondary sources: the information is obtained second hand where somebody else has created the data. |
| 6. Report - Secondary | |
| 7. Video footage - Primary | |
| 8. Biography - Secondary | |
| 9. Photo - Primary | |
| 10. History textbook - Secondary | |

| Risk Assessment |
|--|
| It is important that a company can try to identify potential hazards so that they can plan to avoid them. |
| A risk assessment is carried out by a company as a means of identifying and trying to minimise potential risks. Risk assessments will normally include the following information: |
| <ul style="list-style-type: none"> Hazard Name – What is the hazard called? What are the risks? – What are the things that could happen with that risk? Who is at risk? How can it be controlled? – What can we do to minimise it? Level of Risk – Low/Medium/Severe. |

Purpose of a mood board:

- Central focus of ideas in one place
- Used to generate ideas for a client to meet their approval before creating the final product
- Used to share ideas and concepts using examples

Purpose of a mind map:

- Generate outline ideas quickly
- Develop and show links between different thoughts, aspects and processes of a project

Purpose of a visualisation diagram:

- Plan the layout of a still image in a visual manner
- Show how the finished item may look

Purpose of a storyboard:

- Provide a visual representation of how a media project will look along a timeline
- Provide a graphical illustration of the sequence of movements
- Provide guidance on what scenes to film or create

Purpose of a script:

- Identify the location where the action takes place
- Identify who will be in the scene
- Provide stage directions for actors and production crew
- Provide dialogue for actors

Potential content of clients requirements

- Statement of what media product is needed
- Purpose of the media product
- Timescale
- Content
- Restrictions
- House style
- Target audience
- What the file formats need to be suitable for

| Hardware | Software |
|--|--|
| The devices and equipment that could used to create or digitise pre-production documents | Types of applications installed on a device that could used to create or digitise pre-production documents |
| <ul style="list-style-type: none"> Computer system Keyboard Mouse Graphics tablet Microphone Speakers Monitor Camera Scanner Pens/pencil/paper | <ul style="list-style-type: none"> Microsoft Office Publisher – used to create a mood board, storyboard, visualisation diagram MO Word – used to create a script, storyboard MO PowerPoint – used to create a mood board, visualisation diagram Web browser (IE, Chrome) Dedicated software – mind map, Dreamweaver |

| Terminology of a work plan |
|---|
| 1. To provide a timescale for the overall project to be completed. – Purpose |
| 2. Key dates when a section is completed. – Milestones |
| 3. Amount of time a task is expected to take. – Durations |
| 4. Date when something has to be done by. – Deadlines |
| 5. How long the project will take. – Timescales |
| 6. What is needed. – Resources |
| 7. To map out, against time, all the different aspects of the project. – Purpose |
| 8. Back up plan, extra time if needed. – Contingencies |
| 9. What needs to be completed. - Task |
| 10. What needs to be completed broken down into smaller chunks. - Activities |

| Site Recce | |
|---|--|
| This is used to assess the suitability for a location before filming. It is used to look for possible problems and then considering how to overcome or adapt for them. Elements considered in a site recce include: | sun set/rise, etc.) |
| <ul style="list-style-type: none"> Noise or light pollution Power source and vehicle/equipment access Health and safety Legal (public, advertising, loss of local business earnings) Facilities (toilets, shelter, refreshments, etc.) Environmental (direction of sun, wind, shadows, tides, | <ul style="list-style-type: none"> Location (size, ground: is it level? Is it stone/grass? etc.) Local contacts Suitability for filming the scene (background buildings, noises – you don't want to film a historical film near an airport) Permission required – who owns the location, do we need special permission (e.g. in a school) Potential light/sound problems – how the site looks in the morning or the evening (shadows etc) |

4GCSE Media Studies – Knowledge Organiser - REPRESENTATION

| Key Words/Terminology | Relevant Close Study Products | Relevant Theories |
|--|--|--|
| <p>Archetype: an often- repeated character type or representation which is instantly recognisable to an audience</p> <p>Composition: the arrangement fee of visual elements within the frame, for clarity, balance or aesthetic judgement.</p> <p>Countertype - a positive stereotype, or a stereotype that was created to cancel out/counteract a negative stereotype.</p> <p>Dominant Ideology: the belief system that serves the interests of the dominant ruling elite within a society, generally accepted as common sense by the majority and reproduced in mainstream media texts.</p> <p>Gender: psychological and cultural aspects of behaviour associated with masculinity and femininity.</p> <p>Hegemony - in the writings of Gramsci, hegemony refers to the dominance of one social class over others.</p> <p>Ideology: <i>key concept</i> of a set of <i>attitudes, beliefs and values</i> held in common by a group of people and culturally reproduced within that community to sustain its particular way of life.</p> <p>Mediation: the means by which, through the use of representation, a media organisation and its employees stand between an event and the public’s perception of that event.</p> <p>Pastiche: a media text made up of pieces from other texts or of imitations of other styles.</p> <p>Patriarchy: male domination of the political, cultural and socioeconomic system.</p> <p>Racism: practices and behaviour involving social and economic discrimination, based on the false assumption that one particular ethnic group or race is culturally and biologically inferior to another.</p> <p>Realism: a film and television style that attempts to represent the real world.</p> <p>Representation: <i>key concept</i> of the process whereby the media construct versions of people, places and events in images, words or sound for transmission through media texts to an audience.</p> <p>Sexism: representations that discriminate on the basis of sex, especially against women, which is seen to derive from an sustain <i>patriarchy</i>.</p> <p>Social Realism: the representation of characters and issues in film and television drama in such a way as to race serious underlying social and political issues.</p> <p>Stereotype: the social classification of a group of people by identifying common characteristics and universally applying them in an often oversimplified and generalised way, such that the classification represents value judgements and assumptions about the group concerned.</p> <p>Transgressive: a practice which transcends conventional approaches and either subverts these existing ways of working or challenges their value.</p> <p>Verisimilitude: seeming to be like or to be connected to the real.</p> | <p><i>The following CSPs may test your knowledge of media representation in the exam(s):</i></p> <p><u>TV PROGRAMS:</u></p> <p>Doctor Who – <i>An Unearthly Child</i> (1963) <i>The first instalment of the TV program Doctor Who.</i></p> <p>His Dark Materials – <i>City of Magpies</i> (2019) available on demand.</p> <p><u>ONLINE, SOCIAL AND PARTICIPATORY:</u></p> <p>Marcus Rashford.</p> <p>Kim Kardashian: Hollywood Video game aimed at obtaining celebrity status.</p> <p>Lara Croft Go (2015) Turn based video game based on the Tomb Raider franchise.</p> <p><u>NEWSPAPERS:</u></p> <p>Daily Mail Popular daily British tabloid newspaper.</p> <p>The Times Popular daily British broadsheet newspaper.</p> <p><u>ADVERTISING AND MARKETING:</u></p> <p>Audrey Hepburn – <i>Galaxy TV Advert</i> A chocolate bar advert featuring Audrey Hepburn.</p> <p>NHS Represent – <i>Lady Leshurr</i> An advert requesting that members of the BAME community give blood.</p> <p>OMO (1955) An advert for washing powder produced in 1955.</p> <p><u>MAGAZINES:</u></p> <p>Tatler Magazine A high-end magazine targeted at the upper classes.</p> <p>Reveal Magazine A daily celebrity gossip magazine targeted at the working class.</p> <div> <p><u>MEDIA ONE (EXAM): 1 HOUR 30 MINUTES</u></p> <p>Section A will focus on Media Language and Media Representations.</p> <p>Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> ✓ magazines ✓ advertising and marketing ✓ newspapers ✓ online, social and participatory media and video games. <p><u>MEDIA TWO (EXAM): 1 HOUR 30 MINUTES</u></p> <p>Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p>Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p> </div> | <p>Laura Mulvey – <i>Virgin/Whore Dichotomy</i> - Laura Mulvey is a feminist theorist who believes that women in the media are treated as objects. She thinks there are only two main roles for women in the media and she calls this the “Virgin / Whore Dichotomy”. These are the two roles she thinks women are offered in media products: <u>Virgin</u> – represented as innocent, weak, subservient to men, sweet, virginal, an object to be cared for etc.. <u>Whore</u> – represented as sexually promiscuous, sexually strong, provocative, a sex object etc</p> <p>Angela McRobbie’s Gender theories - McRobbie is a feminist theorist who believes that women are manipulated by the media into believing they should act a certain way. She believes that the media try and socialise women into particular gender roles. For example, when she examined women’s magazines she found that most of the stories were about finding a boyfriend, shopping, looking beautiful etc. Men’s magazines portrayed the ideal man as being strong, powerful, aggressive, misogynistic towards women. She also believes that some women’s magazines do portray more positive role models for women. For example some articles showed women as being powerful, dominant and strong.</p> <p>Alvarado’s Four key Racial Themes - Alvarado believes there are only 4 main roles for ethnic minorities in the media and these are:</p> <ul style="list-style-type: none"> • Exotic • Humorous • Dangerous • Pitied <p>Colonialist Theory - Colonialism is a theory which suggests that media companies tend to represent people and places through the eyes of western people. So western people / places will be represented as more positive / strong / education / heroic / good than non-western people / places.</p> <p>Gauntlett – Identity Theory - We have seen various ways in which identification has been perspective over the years. Stereotypes have varied a lot over the past 20/30 years. The mass media is a force for change, the traditional view of woman being has wives or low-status workers is no longer in the picture. There are now successful female power icons. Meanwhile the masculine ideals of; toughness, stubborn self-reliance, and emotional silence have been shaken by a new emphasis of; men emotions, need for advice, and problems of masculinity. Although gender categories haven't been shattered, these alternative ideas and images have at least created a space for diversity of identities.</p> <p>Stuart Hall’s ‘Representation theory’ – Stuart Hall believes that representations are constructed in one of three ways, within media texts:</p> <ol style="list-style-type: none"> 1. <u>Reflective representation</u> – This suggests that the representations we see in the media are reflective of real life, and have been portrayed in exactly the same way as they are in the real world. 2. <u>Intentional representation</u> – This suggests that the representations we see in the media have been created by producers to adhere to their intentions. In order to make an audience share their opinions and values. 3. <u>Constructional representation</u> – This is a mixture of the two, and suggests that the previous two modes are too simplistic. Here, Hall suggests that it is the audience who determine the effectiveness of representations in the media and that representations are a combination of the producers intent, the audiences interpretation and the values of the society we live in. |

Dynamics

Fortissimo (ff) – Very loud
 Forte (f) – Loud
 Mezzo Forte (mf) – Moderately loud
 Mezzo Piano (mp) – Moderately quiet
 Piano (p) – Quiet
 Pianissimo (pp) – Very quiet
 Crescendo (Cresc.) – Gradually get louder
 Diminuendo (Dim.) – Gradually get quieter

Tempo

Presto – Very fast
 Allegro – Fast
 Vivace – Fast, lively
 Allegretto – Moderately quick, cheerful
 Moderato – Moderato
 Adagio – Slow
 Largo – Very slow

Structure

Intro
 ABA – Ternary AB – Binary
 ABACA – Rondo AA1A2A3 – Variation
 Bridge
 Middle Eight (C)
 Outro/Coda
 Strophic – Term used to describe
 Verse/Chorus structure

Tonality

Major
 Minor
 Chromatic
 Pentatonic

| Term | Symbol: |
|-------------|------------|
| pianissimo | <i>pp</i> |
| piano | <i>p</i> |
| mezzo piano | <i>mp</i> |
| mezzo forte | <i>mf</i> |
| forte | <i>f</i> |
| fortissimo | <i>ff</i> |
| fortepiano | <i>fp</i> |
| sforzando | <i>sfz</i> |
| crescendo | < |
| diminuendo | > |

| Choir | Opera |
|---------|---------------|
| Soprano | Soprano |
| Alto | Mezzo-soprano |
| | Contralto |
| | Countertenor |
| Tenor | Tenor |
| Bass | Baritone |
| | Bass |



Harmony

Consonant – Notes that belong to a key/chord to produce nice harmonies
 Dissonant – Notes that sound 'wrong' together
 Cadences – These end phrases/sections of music:
 Perfect Cadence (finished), Plagal Cadence (amen),
 Imperfect Cadence (unfinished), Interrupted Cadence (unfinished)
 Modulation – Change of key
 Pedal – A sustained note, usually dominant or tonic.

Melody

Conjunct- Step/next door notes.
 Disjunct- Hop/skip notes
 Scalic – descending/ascending within a scale.
 Interval – Distance between two notes.
 Chromatic – notes that don't belong to a key.
 Glissando – Rapid scalic movement on an instrument.
 Ostinato – Repeated melodic pattern.
 Sequence – Repeated pattern at a higher or lower pitch.
 Riff/motif – A short, repeated pattern, often in the bass part.
 Melisma – Several notes for one syllable.

Rhythm

Note values e.g. crotchet, quaver, minim, semibreve.
 Dotted rhythms
 Polyrhythms – Two or more independent rhythms.
 Syncopation – beats played on the weaker beats of the bar; off-beat.
 Ostinato/Loop/Repetition – Repeated Patterns of music.
 Phrase length and shape (arch shape, spiky shape).

| Note | Rest | Beats |
|------|------|-------|
| | | 4 |
| | | 2 |
| | | 1 |
| | | 1/2 |
| | | 1/4 |

Articulation

Legato- Smooth

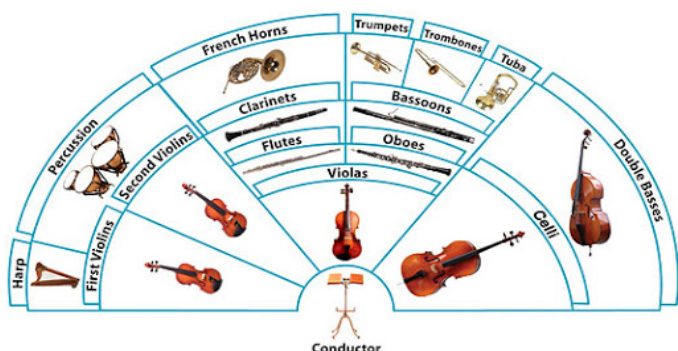
Staccato- Short

Accent- Forcefully

Tenuto- Sustained

Texture

Monophonic- One melody line
 Homophonic- Two melodic lines
 Polyphonic- Many melodic lines
 Melody and Accompaniment
 Unison
 Call and Response

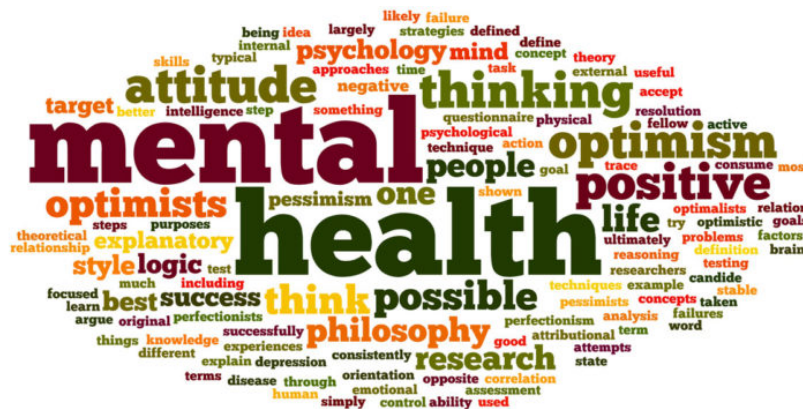


Year 11 Term 4

PSHE Knowledge organiser for year 11

If you need further support in terms of what we talk about in PSHE lessons then feel free to turn to these resources below:

1. <https://www.nhs.uk/conditions/contraception/> (contraception)
2. Make an appointment to see your GP (contraception and mental health)
3. Kooth.com (advice and counselling on a range of issues on sex/relationships)
4. Someone you trust (make sure their advice is accurate!).
5. Your PSHE teacher
6. Your tutor and Head of Year.
7. School counselling.
8. <https://www.stonewall.org.uk/> (LGBTIAUQ+)
9. <https://mermaidsuk.org.uk/> (gender identity)
10. <https://www.mind.org.uk/> (mental health and relationships)
11. <https://www.childline.org.uk/> (advice on a whole range of issues from mental health, abuse and relationships)
12. <https://www.samaritans.org/> (someone to talk to)
13. <https://www.mindout.org.uk/> (mental health and LGBTIAUQ+)
14. <https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/> (Mental health services)
15. <https://www.womensaid.org.uk/information-support/> (domestic abuse, specifically for women)
16. <https://www.relate.org.uk/relationship-help> (offer a range of advice and services on sex and relationships for young people)
17. <https://www.allsortsyouth.org.uk/> (advice and guidance on LGBTQ+ and gender identity)
18. http://www.sane.org.uk/what_we_do/support/textcare (text service offering support for young people on sex and relationships).
19. LGBTQ+ club in our school (this is run by students: email friendslikeus@jogschool.org).
20. <https://www.nhs.uk/apps-library/chathealth/> (text service for young people covering mental health, contraception, sexuality, drugs, relationships)



Adaptations

Structural adaptations: features of the organisms' body, e.g. colour for camouflage

Behavioural adaptations: how the organism behaves e.g. migration to a warmer climate during colder seasons

Functional adaptations: the way the physiological processes work in the organism e.g. lower metabolism during hibernation to preserve energy

A plant or animal will not physically change to adapt in its lifetime. Instead, there is a natural variation within the species and only the organisms whose features are more advantageous in the environment survive. The survivors then go on to reproduce and pass on their features to some of their offspring. The offspring inherit these advantageous features and are better equipped to survive. Charles Darwin described this as '**survival of the fittest**'.

Required practical: quadrats

Quadrats can be used to measure the frequency of an organism in a given area e.g. the school field. You can count the individual organism or estimate the percentage cover. Quadrats should always be placed randomly.

Competition:

Species will compete with one another and also within their own species to survive and reproduce.

Mutualism occurs when both species benefit from a relationship.

Parasitism occurs when a parasite only benefits from living on the host.

Animals compete for resources such as food, water and space/shelter. They may also compete within their own species for mates.

Plants compete for resources including light, water, space and minerals.

| Word | Definition |
|----------------|---|
| Adaptation | Adaptations are specific features of an organism which enable them to survive in the conditions of their habitat. |
| Competition | the rivalry between or among living things for territory, resources, goods, mates, etc. |
| Food chain | a list of organisms in a habitat that shows their feeding relationship |
| Nutrient cycle | a system where energy and matter are transferred between living organisms and non-living parts of the environment |

Ways to maintain ecosystems and biodiversity:

- Breeding programmes
- Conservation programmes to protect and preserve specialised ecosystems and habitats
- Reintroduction of hedgerows and field margins on agricultural land
- Sustainable forestry programmes help to manage woodlands and reduce the deforestation to a sustainable rate
- Encouraging recycling and reusing products and packaging to reduce the household waste.

Deforestation and land use:

Humans use land for buildings, quarrying, mining, agriculture and landfill. As the human population increases and we take more land, there is less space for other organisms to live.

Deforestation (to use wood as a fuel/material or to clear space for other uses) destroys habitats where other organisms live.

Peat bogs are produced when decomposition occurs over a very long time. Peat stores a lot of carbon and can be extracted for use by gardeners or as an energy source. Burning peat releases a lot of carbon dioxide into the atmosphere which contributes to the greenhouse effect.

Trees absorb carbon dioxide for photosynthesis, so as they are cut down and removed, less CO₂ is taken from the atmosphere. Furthermore, when they are burned, they release the CO₂ back into the atmosphere.



Combined science
HT – biology –
ecology

Earth's resources:

Humans use the Earth's natural resources for warmth, shelter, food, clothing and transport.

Lots of these supplies are **finite resources**. This means that there is a limited supply.

Renewable resources will not run out in the near future. Examples include solar energy, wind power, hydropower and geothermal energy.

Water:

Potable water is safe to drink. It is not pure; dissolved impurities still remain in the water.

It must contain low levels of microbes and salts for it to be deemed safe to consume.

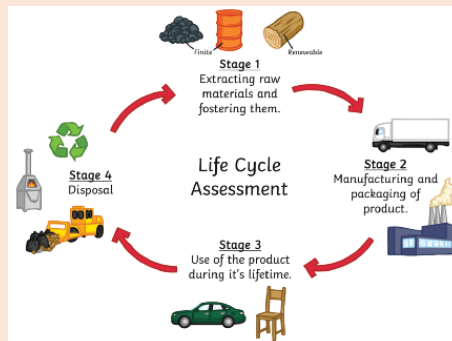
In the UK, insoluble particles are removed using filter beds. Microbes are killed by sterilising the water using different sterilising agents. These are **chlorine, ozone or ultraviolet light**.

Alloys:

| Name of alloy | Component metals | Uses |
|---------------|---|--------------------------------------|
| Bronze | Copper and tin | Bells, coins, statues |
| Brass | Copper and zinc | Locks, taps, instruments, door knobs |
| Gold | Alloyed with other metals such as silver, zinc and copper | Jewellery |

LCAs:

Life-Cycle Assessments follow the four main stages of the life cycle of a product.

**Rusting:**

Rusting occurs when iron or steel reacts with oxygen in the air or water.

Preventing rusting:

- To prevent rusting, oxygen and water must be kept away from the iron or steel. This can be done by storing the metal in an **unreactive atmosphere**, such as argon.
- Additionally, **physical barriers** prevent rusting such as painting, coating with plastic and oiling and greasing.
- Sacrificial protection:** the metal is put into contact with a more reactive metal such as zinc. The reactive metals will react more readily with oxygen whilst the iron does not corrode.
- Electroplating:** a thin layer of metal is applied to an object using electrolysis.

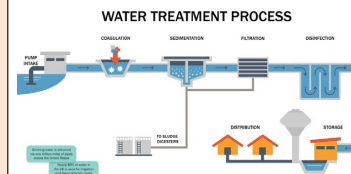
| Word | Definition |
|------------------------|--|
| Potable | Water that is safe to drink |
| Renewable resources | Energy resource that is replaced faster than it is used. |
| Non renewable resource | Energy resource that is not replaced faster than it is used. |
| Finite | Having definite or definable limits a finite number of possibilities. |
| Polymer | any of a class of natural or synthetic substances composed of very large molecules |

Water treatment:

Step 1 – screening. Large items are removed.

Step 2 – sedimentation. The water is placed in a tank. Heavier solids form sludge on the bottom and the lighter effluent floats on the top.

Step 3 – the effluent undergoes aerobic digestion and then return back into the environment. The sludge undergoes anaerobic respiration and is broken down into fertiliser and methane gas.



Combined science HT – chemistry – using resources

A magnet has two ends called **poles**: the **north pole** and the **south pole**. The magnetic forces of the magnet are strongest at the poles.



When two magnets are brought close together, they will **attract** or **repel**, depending on which poles are brought together:

- **Like poles** will **repel** one another e.g. N-N or S-S.
- **Opposite poles** will **attract** e.g. N-S.

The forces exerted between the poles of two magnets are a type of **non-contact force**: the magnets do not have to be touching for the effect to be observed.

A **permanent magnet** is one with its own magnetic field. The magnetism cannot be turned on or off e.g. a bar magnet or a horseshoe magnet.

An **induced magnet** is a material which becomes magnetic only when placed within a magnetic field. Induced magnets only attract other materials and lose most (if not all) of their magnetism when removed from the magnetic field e.g. iron filings.

The magnetic field is the area surrounding a magnet where the force is acting on another magnet or magnetic material. It can be observed using a compass placed at different points around a bar magnet. The field lines can be drawn by using the compass to mark the direction at a range of points.

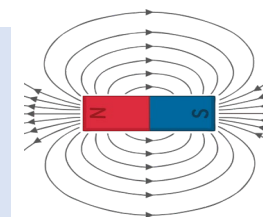
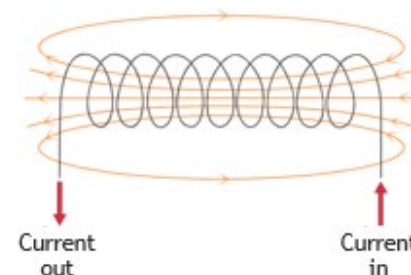
A magnet always causes a magnetic material to be attracted. The strength of the magnetic field is determined by the proximity to the magnet.

When looking at a diagram of magnetic field lines, the force is strongest where the lines are closest together. The magnetic field of the magnet is strongest at the poles. The direction of the magnetic field shows the direction the force would act on another north pole.

As a result, magnetic field lines always come away from the north pole (like poles repel) and towards the south pole (unlike poles attract).

The earth produces a magnetic field and a magnetic compass uses this to help aid navigation. The core of the earth is made of iron (a magnetic material).

| Word | Definition |
|----------------|---|
| Attract | to draw by a physical force causing or tending to cause to approach |
| Repel | to force (something) to move away or apart. |
| Induced | When there is a change in the current or magnetic flux of the coil, an electromotive force is induced |
| Magnetic field | A magnetic field is a vector field that describes the magnetic influence on moving electric charges, electric currents, and magnetic materials. |



A circular magnetic field is produced when a current is passed through a conducting wire. This produces an induced magnet.

Switching off the current causes the magnetism to be lost.

To increase the strength of the magnetic field around a solenoid you can...
 add an iron core;
 increase the number of coils in the wire;
 increase the current passing through the wire.

An electromagnet is a solenoid with an iron core. Electromagnets are induced magnets and can be turned on and off.

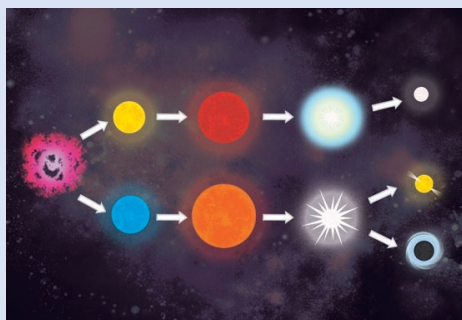
Electric motors, loudspeakers, electric bells and remotely controlled door locks all use electromagnets.



Combined science
HT – physics -
magnetism

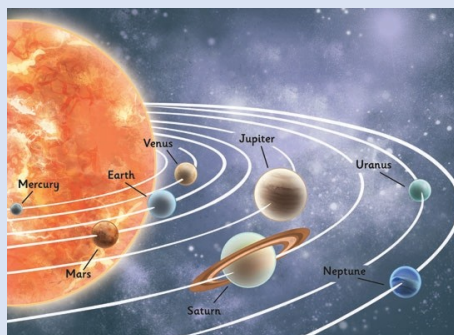
Formation of a Star

1. Stars are made from a cloud of dust and gas – a nebula. Gravity pulls the dust and gas together, forming a protostar.
2. The more dense the star, the hotter it becomes. Fusion of the hydrogen nuclei starts, emitting a lot of energy.
3. The next stage is the main sequence star. This stage will last for a few billion years. This is a stable phase as the force of gravity and fusion of hydrogen are balanced. Hydrogen is fused and forms helium; as this happens, energy is released.
4. Hydrogen begins to run out, turning the star into a red giant (like the Sun) or a red super giant, depending on the size of the star.
5. A red giant will become a white dwarf by getting rid of the outer layers of dust and gas. It will then cool down and become a black dwarf.
6. Red super giants will initially glow brightly. Then, they will explode into a supernova. The supernova will get rid of its outer layer of dust and gas and will form a black hole.



The solar system is part of the Milky Way galaxy and is made up of the Sun and anything that goes round it (orbit). There are 8 planets and some dwarf planets, including Pluto.

Planets are objects that orbit a star (the Sun). A dwarf planet will orbit a star but will be too small to be a planet, or not quite fit the pattern of a normal planet. Pluto is an example of a dwarf planet. Moons orbit planets and are also known as natural satellites. Planets are natural satellites of the Sun. Artificial satellites are satellites that humans have built and they mostly orbit the Earth.



Gravity is a force that causes planets and satellites to circle an object. It acts towards the centre of the orbit. This occurs in both natural and artificial satellites.

Higher Tier Only

When an object is in orbit around something, it is constantly changing velocity as the direction constantly changes.

The speed, however, will stay the same.

Examples of satellites include the planets orbiting the Sun and the Moon orbiting Earth.

Remaining in Orbit

For an orbit to remain stable, the radius must change if the speed changes.

The closer something is to an object, the quicker it has to travel in order to keep in orbit.

If the force is stronger, then the object will have to travel quicker to remain in orbit.

| Word | Definition |
|----------------------|--|
| Big Bang | The big bang is a theory about how the universe began. |
| Dark matter | Scientists have discovered dark mass and dark energy but they do not know much about it. |
| Orbit | When an object is in orbit around something, it is constantly changing velocity as the direction constantly changes. |
| Artificial Satellite | Satellites that humans have built. |
| Natural Satellite | Moons orbit planets and are also known as natural satellites. |
| Light year | a unit of astronomical distance equivalent to the distance that light travels in one year, which is 9.4607×10^{12} km (nearly 6 million million miles). |

Evidence suggests that the universe is expanding (getting bigger). Galaxies are moving further away from each other. The redshift provides us with some evidence for the expanding universe and the big bang theory. When we see light coming from galaxies that are far away from us, the wavelength has increased. The light has shifted towards the red end of the spectrum (redshift) and is moving away from us. Galaxies that are more distant have a greater redshift which means they are moving away more quickly. If you imagine dots on a balloon moving away from each other as the balloon is being blown up, this helps to visualise the expanding universe.

KS4 Triple
science



Decay - Investigating the Effect of Temperature on the Rate of Decay of Milk by Measuring pH Change

Milk is an alkaline solution.

Phenolphthalein (an indicator) is pink in solutions with a pH of 10 or above.

If the pH drops to about 8, the solution will become colourless.

Lipase is an enzyme that will break down the fat in milk.

As lipase breaks down fat to fatty acids, the pH of the solution lowers.

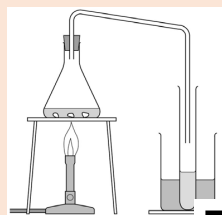
Remember to check for any anomalies. If there is an anomaly, discard it and do not add it to your total.

Collecting repeated results and calculating an average allows you to identify any anomalous results and improves the reliability of your data.

1. The investigation is carried out at five different temperatures: 0, 20, 40, 60 and 80°C.
2. Label five test tubes as 'lipase' and add 1cm³ of lipase to each one.
3. Take another five test tubes and add five drops of phenolphthalein to each one.
4. Add 5cm³ of full fat milk to the test tubes containing phenolphthalein solution and label them 'milk'.
5. Using a clean pipette, add 7cm³ of sodium carbonate solution to the milk (the solution should turn pink).
6. Place a test tube of lipase and a milk test tube into the water baths until they are both of the desired temperature.
7. To achieve 0°C, place the test tubes in a beaker of ice.

Required practical activity 8 – Water purification

1. Pour around 1cm depth of the salt water into the test tube in the rack. Dip the nichrome wire into this solution, and then hold the tip of the wire in a blue Bunsen burner flame. Record your observation in the table on the back of this sheet.
2. Now add a few drops of dilute nitric acid to this solution, followed by 1cm depth of silver nitrate solution. Again, record your observations in the table.
3. Place the remaining salt water in the conical flask and set up the apparatus for distillation as shown in the diagram. Make sure the conical flask is held on the tripod and gauze using the clamp stand. Place a mixture of ice and water in the beaker surrounding the test tube.
4. Heat the water with the Bunsen burner until it starts to boil. Then reduce the heat so that the water boils gently. Distilled water will collect in the cooled test tube. Collect about 1cm depth of water in this way, then stop heating.

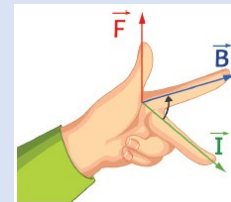
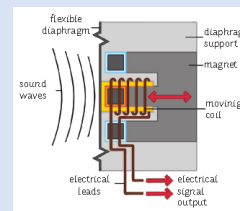


KS4 Triple science



Fleming's left-hand rule:

- Your thumb represents the direction of the force
- Your index finger represents the direction of the magnetic field
- Your middle finger presents the direction of the current flowing through the wire

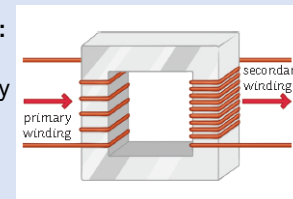


Microphone

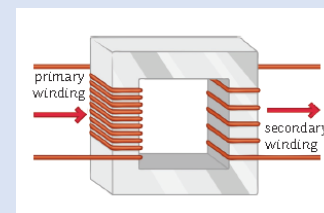
A microphone works like a loudspeaker but uses the generator effect in reverse. A microphone uses movement in a diaphragm to produce a changing magnetic field and create an alternating current.

Step-up transformers:

increase the voltage.
There are fewer primary coils than secondary coils.



Step-down transformers: decrease the voltage.
There are more primary coils than secondary coils.



| | PAST | | PRESENT | | FUTURE | |
|--------------------|--|--|---|---|---|---|
| time phrases | el año pasado hace dos/cinco años en julio/agosto el verano/invierno pasado en 2019 (dos mil diecinueve) una vez el fin de semana pasado | <i>last year</i> <i>2/5 years ago</i> <i>in July/August</i> <i>last summer/winter</i> <i>in 2019</i> <i>once</i> <i>last weekend</i> | normalmente por regla general cada año de vez en cuando a veces / siempre en el verano / invierno el fin de semana | <i>normally</i> <i>usually</i> <i>each year</i> <i>from time to time</i> <i>sometimes / always</i> <i>in the summer / winter</i> <i>at the weekend</i> | el año que viene este año dentro de diez años el julio / el verano que viene en 2023 (dos mil veintitrés) después de mis exámenes en el futuro | <i>next year</i> <i>this year</i> <i>in 10 years' time</i> <i>next July / Summer</i> <i>in 2023</i> <i>after my exams</i> <i>in the future</i> |
| Verbs / activities | fui al cine / a la playa salí con mis amigos comí / bebí escuché música saqué fotos visité un museo nadé / hice ejercicio jugué al baloncesto compré ropa monté en bicicleta tomé el sol estudié / descansé pasé tres semanas doné dinero reciclé la basura trabajé en una tienda solidaria fumé cigarrillos me levanté a las seis me acosté a las once utilicé mi móvil para... descargué canciones me gustó / me gustaron me encantó / me encantaron lo pasé bien / bomba / fatal tuve que + infinitive | <i>I went to the cinema / the beach</i> <i>I went out with my friends</i> <i>I ate / I drank</i> <i>I listened to music</i> <i>I took photographs</i> <i>I visited a museum</i> <i>I swam / I did exercise</i> <i>I played basketball</i> <i>I bought clothes</i> <i>I cycled</i> <i>I sunbathed</i> <i>I studied / I relaxed</i> <i>I spent three weeks</i> <i>I donated money</i> <i>I recycled rubbish</i> <i>I worked in a charity shop</i> <i>I smoked</i> <i>I got up at 6</i> <i>I went to bed at 11</i> <i>I used my mobile to...</i> <i>I downloaded songs</i> <i>I liked (singular/plural)</i> <i>I loved (singular/plural)</i> <i>I had a good / fab / awful time</i> <i>I had to</i> | voy de compras salgo con mi novio/a como / bebo escucho música saco fotos visito monumentos nado / hago ejercicio juego al voleibol compro recuerdos monto a caballo tomo el sol estudio / descanso paso una semana dono mi tiempo reciclo el papel y las latas trabajo en un supermercado fumo el tabaco me levanto a las siete me acuesto a las diez utilizo mi portátil para... descargo una película me gusta / me gustan me encanta / me encantan lo paso bien / bomba / fatal tengo que + infinitive | <i>I go shopping</i> <i>I go out with my bf/gf</i> <i>I eat / I drink</i> <i>I listen to music</i> <i>I take photos</i> <i>I visit monuments</i> <i>I swim / I exercise</i> <i>I play volleyball</i> <i>I buy souvenirs</i> <i>I go horseriding</i> <i>I sunbathe</i> <i>I study / I relax</i> <i>I spend a week</i> <i>I donate my time</i> <i>I recycle paper and cans</i> <i>I work in a supermarket</i> <i>I smoke tobacco</i> <i>I get up at 7</i> <i>I go to bed at 10</i> <i>I use my laptop to...</i> <i>I download a film</i> <i>I like (singular/plural)</i> <i>I love (singular/plural)</i> <i>I have a good / fab / awful time</i> <i>I have to</i> | voy a ir de paseo voy a / vamos a salir con... voy a comer / voy a beber voy a escuchar música voy a sacar fotos voy a visitar a mi abuela voy a nadar / voy a hacer voy a / vamos a + infinitive tomar el sol descansar / estudiar jugar al golf pasar una quincena ser profesor(a) donar ropa reciclar el vidrio trabajar como piloto fumar en el futuro levantarme a las ocho acostarme a las nueve y media utilizar mi ordenador para... descargar fotos me va(n) a gustar me va(n) a encantar lo voy a pasar bien / bomba / fatal voy a tener que + infinitive | <i>I'm going to go for a walk</i> <i>I'm going to go out with...</i> <i>I'm going to eat / drink</i> <i>I'm going to listen to music</i> <i>I'm going to take photos</i> <i>I'm going to visit my nan</i> <i>I'm going to swim /to do</i> <i>I'm going to / we're going to</i> <i>to sunbathe</i> <i>to relax / to study</i> <i>to play golf</i> <i>to spend a fortnight</i> <i>to be a teacher</i> <i>to donate clothing</i> <i>to recycle glass</i> <i>to work as a pilot</i> <i>to smoke in the future</i> <i>to get up at 8</i> <i>to go to bed at 9.30</i> <i>to use my PC to...</i> <i>to download photos</i> <i>I'm going to like</i> <i>I'm going to love</i> <i>I'm going to have a g/f/a time</i> <i>I'm going to have to</i> |

If you ever want to mention the weather, ONLY use these phrases
– learn 2 or 3 in each tense.

| El tiempo | The weather |
|--|---|
| hizo / hace / va a hacer | It made / it makes / it's going to make |
| buen tiempo / mal tiempo | good weather / bad weather |
| sol / calor / frío / viento | sun / heat / cold / wind |
| llovió / llueve / va a llover | it rained / it rains / it's going to rain |
| nevó / nieva / va a nevar | it snowed / it snows / it's going to snow |
| cuando hace frío / buen tiempo | when it's cold / nice weather |
| nunca nieva | it never snows |
| espero que no llueva | I hope it won't rain |
| siempre hace mucho calor | it's always really hot |
| hubo tormentas | there were storms |

Describing – lots of **adjectives**! Don't forget
to agree the ending if needed.

| | |
|--|--|
| era / es / va a ser | it was / it is / it's going to be |
| demasiado / muy | too / very |
| un poco / bastante | a bit / quite |
| más / menos (que) | more / less (than) |
| largo / aburrido | long / boring |
| agotador | exhausting |
| barato / caro | cheap / expensive |
| más fácil | easier |
| rápido / lento | fast / slow |
| cómodo | comfortable |
| (des)agradable | (un)pleasant |
| mejor que / peor que | better than / worse than |
| interesante | interesting |

divertido / **guay**
relajante
ruidoso / **tranquilo**
fantástico
irritante
difícil / **fácil**
útil / **inútil**
delicioso
bonito
fenomenal
emocionante
bien/mal pagado
genial / **estupendo**
rico / **asqueroso**
exigente

fun(ny) / cool
relaxing
noisy / peaceful
fantastic
irritating
difficult/ easy
useful / useless
delicious
pretty / lovely
brilliant
exciting
well/badly paid
great
tasty / disgusting
demanding

| A. Advanced Adjectives: Characteristics | | VOCABULARY: KS4 B. Advanced Verbs | | C. Advanced Nouns | |
|---|---------------------|--------------------------------------|-----------------------|-------------------|--------------------|
| 16. munificent | generous | 16. equate | regard as the same as | 16. interlude | pause |
| 17. nefarious | wicked | 17. exacerbate | worsen | 17. invective | Insulting language |
| 18. ostensible | apparent | 18. expedite | speed up | 18. lexicon | vocabulary |
| 20. pernicious | malicious | 19. extol | praise | 19. malevolence | wickedness |
| 20. precipitous | rash | 20. fabricate | invent to deceive | 20. malice | spite |
| 21. rapacious | aggressively greedy | 21. incense | make furious | 21. melancholy | sadness |
| 22. risible | laughable | 22. inhibit | prevent | 22. modicum | little bit |
| 23. Salubrious | wholesome | 23. instigate | start | 23. myriad | countless |
| 24. Sate | fully satisfy | 24. interrogate | question | 24. nadir | lowest point |
| 25. Strident | forceful | 25. lambast | criticise | 25. nuance | subtle difference |
| 26. Supercilious | haughty | 26. mollify | to calm | 26. panacea | cure-all |
| 27. Taciturn | untalkative | 27. ostracise | alienate | 27. paragon | role model |
| 28. Tenacious | determined | 28. pacify | calm | 28. plethora | lots of |
| 29. ubiquitous | found everywhere | 29. repudiate | reject | 29. predilection | preference/liking |
| 30. zealous | enthusiastic | 30. vivify | make lively | 30. zenith | highest point |

LAST PAGE